TODAY'S EDUCATION

The Journal of the NATIONAL EDUCATION ASSOCIATION

September/October 1978

Meet Nina O'Keefe

Also articles on competency testing, teaching the handicapped, homework, learning, and other topics

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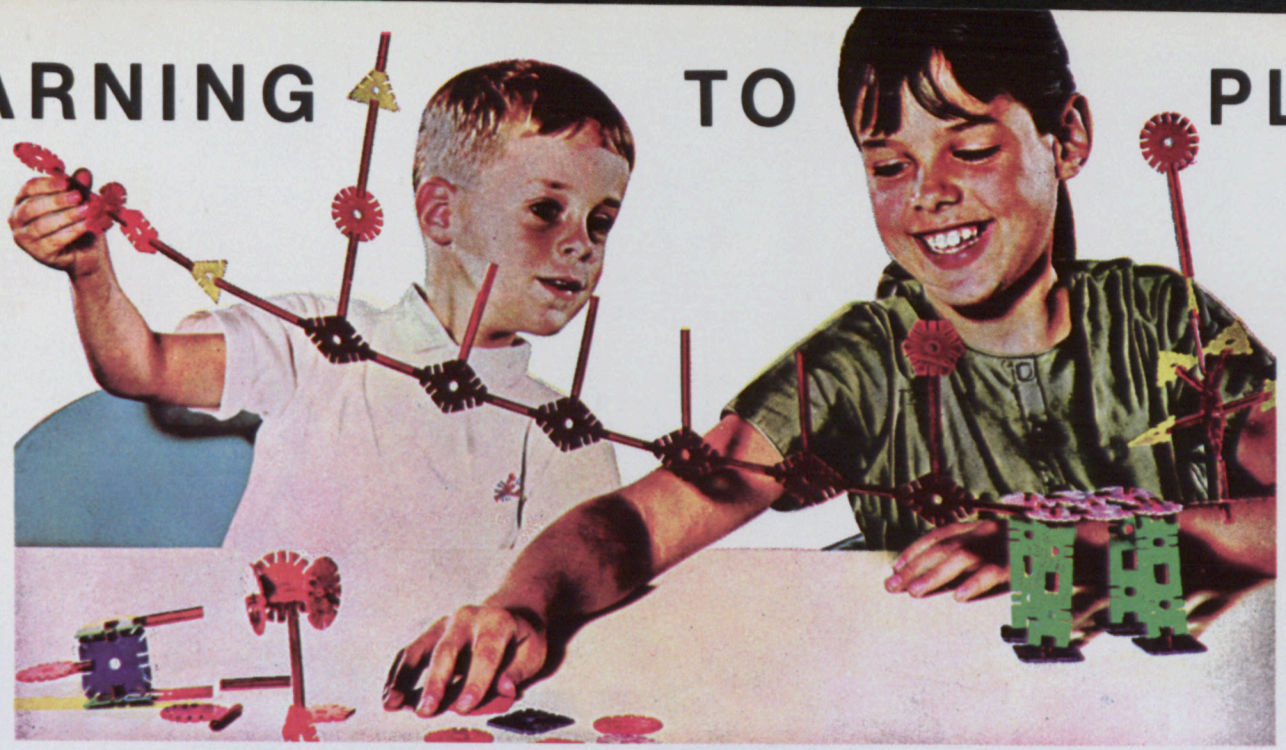

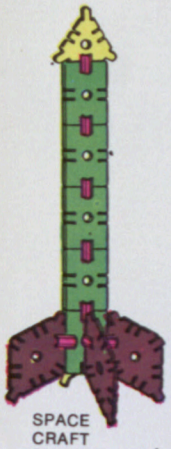

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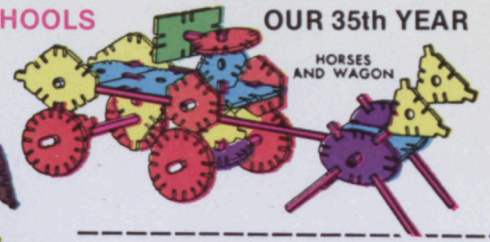
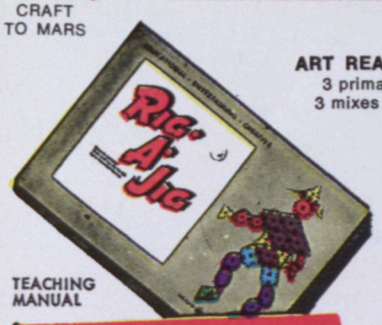
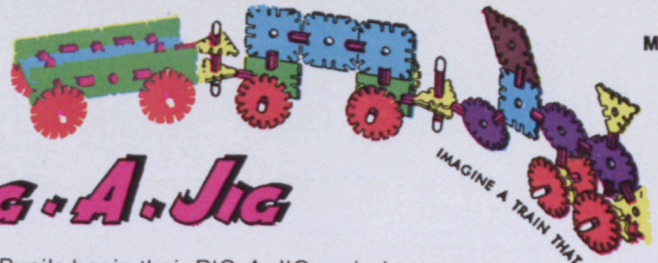




TEACHING MANUAL

ART READINESS
3 primary colors, 3 mixes and brown



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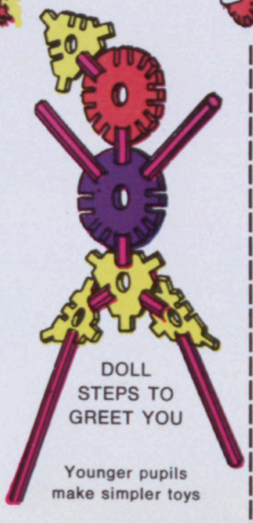

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In This Issue

Ten years ago this September, the name of your magazine was changed from *NEA Journal* to *Today's Education.* (However, many of our old friends—and sometimes the staff, too—still refer to it as the *NEA Journal.*)

The name change was made to reflect the fact that the publication is more than a house organ; it is a professional journal designed to help inform teachers as professionals about today's education. As a part of NEA's program of professional excellence, the publication aims to help teachers to be better teachers.

This month's cover symbolizes the magazine's emphasis on today's teachers by carrying a photo of a master teacher, Nina O'Keefe, with two of her foreign - language - speaking pupils. The cover is followed up by an interview with Mrs. O'Keefe, which reveals interesting characteristics of this multilingual teacher and some unusual facets of her life. (Subsequent issues will carry other interviews with teachers who have unique aspects to their lives and careers.)

The special feature in this issue is titled "The Impact of Minimum Competency Tests in Florida." Based on the report of the special study panel headed by Ralph W. Tyler, the feature discusses the effects of the Florida testing program on both the students and the teachers.

In summary, the panel states, "The strategy adopted in the statewide minimum competency testing program, with its mandatory standards for receiving a regular high school diploma, is seriously faulty. . . .A strategy likely to be more effective in improving education in Florida would have helped schools to identify their particular problems and assisted each school in developing educational programs designed to attack serious problems of that school."

Reactions to the testing program from two classroom teachers and a Uni-Serv director supplement the report, and a map shows the extent to which similar tests are being adopted in other states.

Again spotlighting teachers and their reactions to what is happening in today's education, Thomas Kaser tells about American exchange teachers in Britain and their problems and joys in adjusting to different teaching and living situations.

For example, he quotes one American teacher as saying, "I sometimes think American kids are overindulged and overstimulated, especially by TV and the million-and-one other things available to them in our relatively affluent society. British kids don't have all that. They're more singular in purpose, more kind and helpful, more bound by tradition. They seem to have a lovely innocence that disappears all too quickly in American youth."

Statements from three of the American teachers' British counterparts in American schools accompany the article. One British teacher says, "My school in America was too big and too impersonal. With a 20-minute lunch break, no tea break, and no staff room, it took me several weeks to get used to the loneliness and the indigestion."

The effect of Public Law 94-142, the Education for All Handicapped Children Act of 1975, on students and teachers is described in "Update on Education of the Handicapped." The article is based on a report by a study panel which in late 1977 observed the educational shock waves generated as schools and communities confronted the challenge of the new law. Concluding the study are recommendations to state departments of education, local education agencies, higher education, parents and parent-advocate groups, and teacher organizations.

Despite problems of financing, training, class size, and many other difficulties, one of the many persons testifying before the study panel says, "I see PL 94-142 as a shock treatment to correct an injustice that has been going on for too long. History has shown that after people recover from the initial shock of a new law, it's amazing how they can mobilize to meet its requirements and correct injustices."

Another topic that affects practically all teachers is homework, variously described as "a system for disrupting family life, an opportunity to use human and physical resources not available at school, a medium for drawing home and school together, a bore, busywork."

What do teachers think about homework and what do they do about it? *Today's Education* interviewed teachers in various parts of the country to get answers to this question. Their answers appear in an article on a "hot topic making a comeback in education circles—riding into prominence on the coattails of the back-to-the-basics movement."

A companion article is titled, "Homework That Works." It reports teacher-tested practices that have proven effective—at least in some cases!

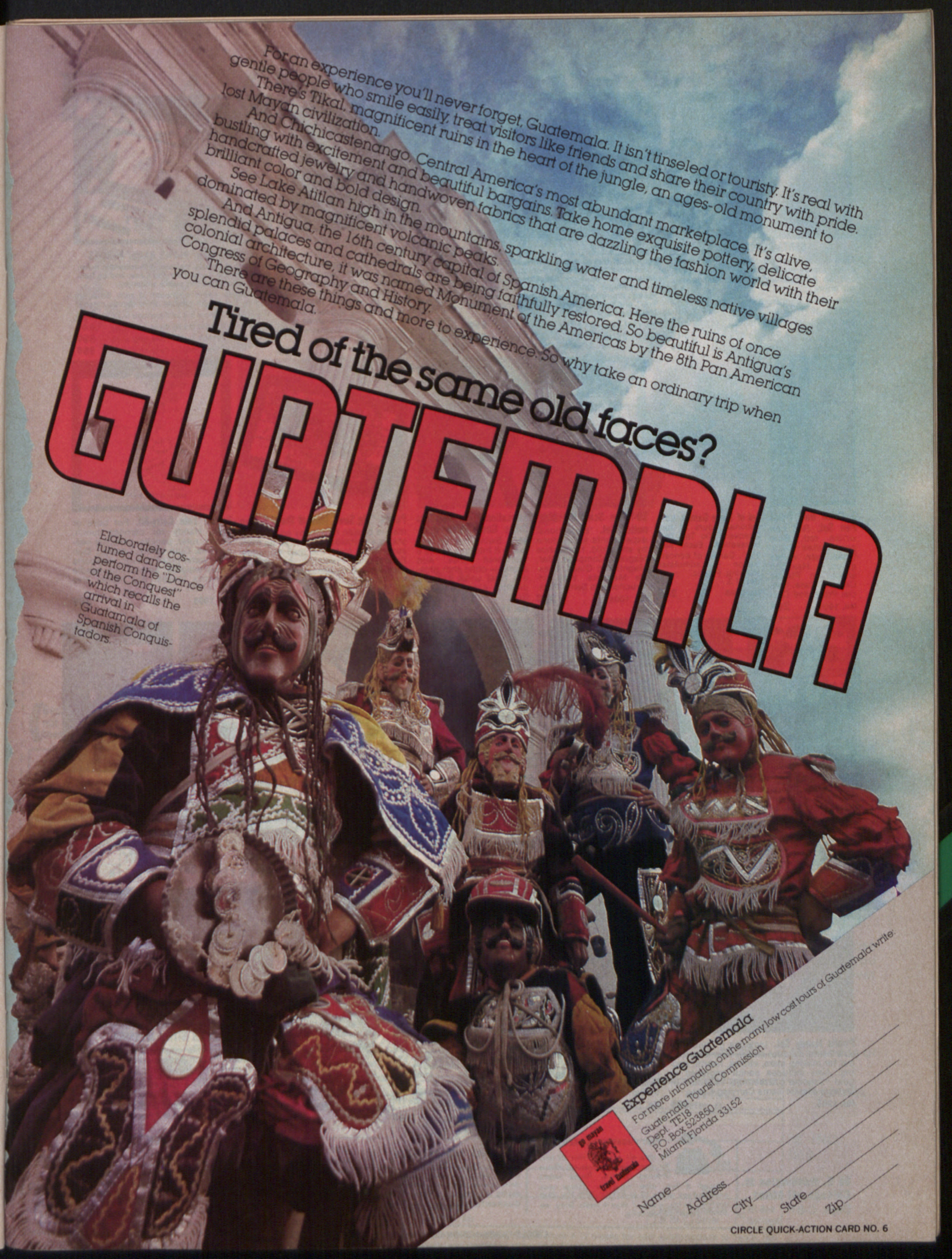
Higher education faculties—an integral part of the united teaching profession—are also represented in this issue, in an article titled, "The Teacher and College Remedial Programs."

The authors, from the University of Texas, have studied about 300 higher education institutions, and they report on many developmental programs for high-risk students that are effective. They conclude by stating, "An effective remedial program begins with a teacher, a dean, a board of trustees wanting and deciding to help students grow and develop to their fullest potentials. We have found that students can learn if those responsible for their education want them to."

Proposition 13 and school finance, tax credits, the Bakke decision, back-to-the-basics, teachers' rights, and teaching materials—these and other pertinent topics affecting today's teachers are treated in other articles and continuing features in this issue.

Perhaps the name of your professional journal should be changed again. Perhaps it should be called *Today's Teachers*!

—WAG.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And Chichicastenango, Central America's most abundant marketplace. It's alive, bustling with excitement and beautiful bargains. Take home exquisite pottery, delicate handcrafted jewelry and handwoven fabrics that are dazzling the fashion world with their brilliant color and bold design.
See Lake Atitlan high in the mountains, sparkling water and timeless native villages dominated by magnificent volcanic peaks.
And Antigua, the 16th century capital of Spanish America. Here the ruins of once splendid palaces and cathedrals are being faithfully restored. So beautiful is Antigua's colonial architecture, it was named Monument of the Americas by the 8th Pan American Congress of Geography and History.
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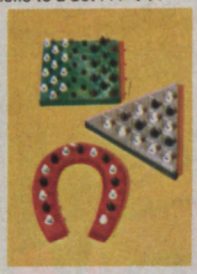

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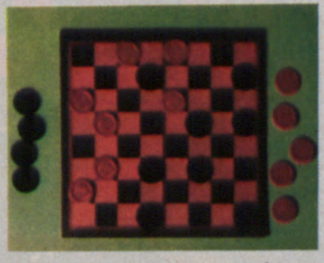

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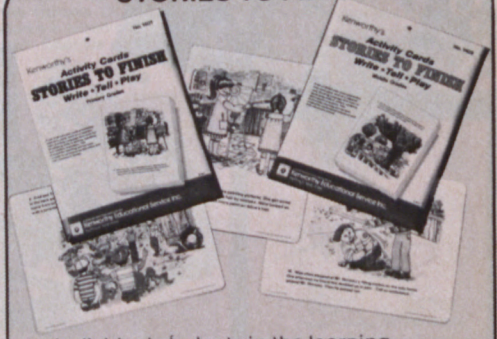

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CIRCLE QUICK-ACTION CARD NO. 49

Editorial

Save Our Schools

There are currents of change on the public scene which I believe will have profound implications for education. This is a time in which the expectations for schools are at an all-time high and support is, at best, confused. This confusion threatens to destroy our system of public education.

What's more, it is my belief that there's a good deal more at stake than a simple concept of education. For just as surely as the loss of free speech would destroy our ability to maintain our freedom and democracy, the loss of public education would destroy our ability to preserve that freedom and to regenerate it across the years.

Furthermore, loss of universal, public education would tend to stimulate the kind of class divisions which have torn apart so many other nations throughout the world.

Why are our public schools being threatened? Because our economy has become sick. Costs of all things continue to rise, and inflation puts every citizen under the economic gun. So, whatever way a wage earner can find to save money in such trying times becomes much more attractive than it does at other times. And being what we are, all too often we become penny-wise and pound-foolish, willing to risk long-term disaster in exchange for short-term relief.

Today, unfortunately, too many Americans seem willing to risk sacrificing the very foundation of our future as a free people—our public schools—in order to achieve financial relief. But we all know the problem does not lie with the schools; the problem lies with our system for financing them.

The facts are that property taxes are inequitable and that inflation has robbed our salaries of much of their value. But teachers are taxpayers too—and property owners as well. We share in these problems just like everyone else. We have no desire whatever to bleed the taxpayers of our nation. Nor, on the other hand, do we intend to subsidize the increased costs of education by absorbing the effects of inflation in already inadequate salaries. We do want for education a fair share of funding in order that we can bring to all Americans the full opportunities that only universal, public education can bring. To achieve that, there must be a transfusion of federal funds into locally controlled public school systems. For many years, NEA has called for one-third federal funding of education. That proposal has taken on greater importance in this day of inflation and taxpayer revolt. (See "Coping with Proposition 13," pages 40-48.)

Long before the position became popular, NEA was on record in favor of shifting the funding of public schools away from heavy reliance on the property tax. One needn't be Alexander Graham Bell to know when the phone is busy; reliance on property values as a means of supporting public service is inefficient and inequitable. But Proposition 13 in California, Jarvis-Gann, not only threw the baby out with the bath water—it destroyed the bathroom.

The tragedy of Proposition 13 goes well beyond the fact that the victims are low- and middle-income public employees. The disheartening fact is that many of the victims bought into their own victimization. It's like the proverbial lemmings marching to the sea. At first glance, the march has all the appearance of a pleasant swim, but two steps into the issue and people start drowning.

Many public employees, teachers among them, bought into the illusion that middle America was going to be the beneficiary of the great tax revolt. But let's take a look at who really benefits from the Jarvis-Gann proposition. Of the $6 to $7 billion chopped from the tax rolls, well over two-thirds is returned to the bank accounts of landlords, business, and industry. In other words, for every dollar saved by a homeowner, $2 go to fill the coffers of big business.

If the burden of Proposition 13 were to be equally distributed across all public employment in California, it could mean a 40 percent reduction in all the education jobs in that state. If the tax revenues of each state came under similar attack, possibly 2 out of every 5 teachers now employed would not have a teaching position this school year. The implications for public education and for those left to carry on the teaching of children would be horrendous. We cannot let that happen, and NEA and its state and local affiliates will be fighting job reductions wherever they are proposed.

One-third federal funding is not a political platitude; it's a necessity, and only the NEA and a handful of other educational interests have shown themselves to be awake to the dangers around us and willing to take up the battle.

I've heard that we are defensive on this issue. It's true, and I make no apology for it. Someone had better be defensive, effectively defensive, before it's too late. Because what we are defending is basic to the life and well-being of this nation.

We are not simply resisting tax rollbacks. We have a positive program of school finance reform, already proposed to Congress. We are working hard to head off dangerously elitist and unconstitutional tuition tax credits for nonpublic elementary and secondary education. We have convinced the Administration that we need a separate Department of Education at the Cabinet level, and we anticipate passage of a bill to create such a Department. Funding must be increased, and the money must be allocated wisely and managed prudently to ensure that the funds reach the intended recipients and benefit the students who need it most. That's the reason we need a separate Department of Education and that's why we're going to win one.

We have a long agenda in the halls of American government, but our objectives focus on freedom—the freedom of each American to become what he or she can become. The preservation of a viable public school system is at the very heart of this effort. □

By JOHN RYOR
President, NEA.

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How to plan for it, save for it, and then enjoy it.

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[1]The current effective annual rate, including excess interest. Excess interest is not guaranteed.

[2]The current male 10-year certain and life guarantee.

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Letters

Ideas and opinions in this feature are those of the writers and not necessarily of the NEA. "Letters" is primarily a forum for NEA members. If you are currently a member, please paste the mailing label from a recent copy of Today's Education *at the top of your letter. Also indicate your school, position, and home address.*

Ghost Writer

We applaud Scriptor Pseudonymous ("The Ghost Behind the Classroom Door," April-May) for refreshingly truthful illumination of the thorns in the educational publishing business. We continue to buy some educational materials that we will quickly shelve to collect dust because they are inappropriate and do not meet class or individual needs. The article should be required reading for all teachers, administrators, and students of education.

—Susan K. Dumais, *reading consultant, Somerset South Middle School, Somerset, and* Maxine F. Fuller, *director, Westfield Preschool, Brockton, Massachusetts.*

Arts in Education

I found "The Arts in Education" (April-May) very reaffirming. I teach a nine-week minicourse called "The History of the United States Through Its Art, Literature, and Music." Students look at our history since about 1880 through the eyes of the American genius. What better way to teach the period of reform than through Upton Sinclair's *The Jungle* and Thomas Eakins' paintings?

I think many students see for the first time that history is a record of people just like them and that humanity does cry out for justice, as in Ben Shahn's paintings on Sacco and Vanzetti or Steinbeck's *Grapes of Wrath.*

—Edward McNamara, *social studies teacher, Overbrook Regional Senior High School, Pine Hill, New Jersey.*

Teachers' Health

When Ms. Landsmann's article ("Is Teaching Hazardous to Your Health?" April-May) arrived, my husband had just resigned from his teaching job in a suburban school. The first two years were fine, but last year he had three grades in one room and many discipline cases. The stress was so great that it was better—for him and for me and our little boy—for him to leave the profession.

—Cheryl Brungardt, *Denver, Colorado.*

Sounding Educated

To Eric Branscomb ("Sounding 'Educated,' " February-March) I say, Write on! Much of the vocabulary found in standardized tests seems to test only the potential student's ability to sound educated, or maybe whether he includes Webster with his morning Wheaties. Perhaps the administrators and deans of our colleges and universities could improve their admissions-success score by evaluating admissions tests in terms of Mr. Branscomb's ideas.

—Robert C. Thomson, Jr., *industrial arts teacher, Esperanza Middle School, St. Mary's County, Maryland.*

Mr. Branscomb has made some pertinent observations about the pompous use of an extended vocabulary. Let's hope, however, that they don't lead to a misconception. One need not be a fuzzy thinker or a dishonest one to use an extended vocabulary. Fuzzy thinking stems mainly from the use of undefined terms, abstractions, absolute generalizations, false analogies, nonsequiturs, and other fallacies. For the most part my secondary students enjoyed their vocabulary study and put it to use in their writing—and no fuzzy or dishonest thinking resulted.

—Fred C. Jennings, *retired English teacher, Au Gres, Michigan.*

Memorizing vocabulary lists is asinine. Associating with articulate people who can converse with ease and unassuming exactitude is stimulating. Our language affords us the luxury of precision. If I am simply happy, I will say so. If, however, I am elated, exuberant, enthusiastic, or overjoyed, thank God I can express that with words, too.

—Christine Cousar, *fifth grade teacher, Brockington Elementary School, and public information officer, Timmonsville (South Carolina) School District.*

We're told that we don't need math since we have calculators. Being able to read isn't necessary because TV presents the news and tells us stories. Now Mr. Branscomb tells us not to learn or use "long" words because we might sound "educated." Our schools will soon be finishing schools where students can learn to smile prettily, mingle socially, and possibly play a simple tune.

Intellectual snobbery is obnoxious, but my definition would differ from Mr. Branscomb's. The command of basic skills and arts—including the use of the resources of the English language—should be the heritage of all educable Americans.

—Barbara Parsons, *Rawlins, Wyoming.*

Teenagers, Pregnancy, and Morals

I agree with Eunice Shriver ("There Is a Moral Dimension," February-March) up to the point where she ignores what should be done if all efforts don't produce strong and "morally pure" teenagers. She has a neat goal, but her article is one-sided and idealistic. Some girls will just not be reached—for them birth control and abortion are reasonable and legal alternatives to childbearing.

—Kathleen Holst, *sixth grade teacher, South Canyon School, Rapid City, South Dakota.*

Teaching College

"How To Teach College Students" (February-March) gives some excellent suggestions for instruction at any level. It also tends, however, to perpetuate two unfortunate notions: that college students should be taught by the lecture method, and that college professors don't need training in teaching skills other than, perhaps, public speaking. This article should have been called "If You Must Lecture, Here Are Some Suggestions."

—Dennis Kingery, *biology instructor, Southwestern Community College, Creston, Iowa.*

Back to the Basics

I feel that Fred Hechinger ("The Back-to-the-Basics Impact," February-March) exaggerated the desires of the back-to-the-basics groups in order to ridicule them. No one wants to conduct children to class like prison wardens, but I would like to see them move through the hallways without careening

(continued on page 20)

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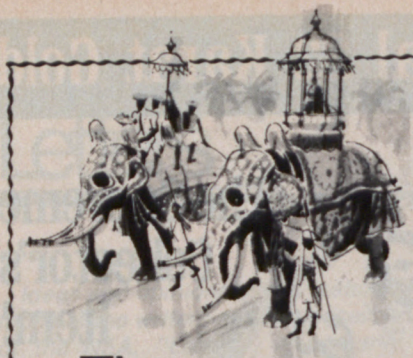

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CIRCLE QUICK-ACTION CARD NO. 8

Letters

(continued)

off the walls and one another. Today's personal anarchy ("I'll do it my way," "I've got to be me") is spreading to younger and younger children, who don't see that true freedom depends on law. They need guidelines.

—Carolyn Stewart, *fifth grade teacher, Palo Christi Elementary School, Kingman, Arizona.*

Kids Can Be Foster Parents

The Foster Parents Plan is a nonprofit, nonsectarian, nonpolitical agency that uses the contributions of each foster parent to give a specific child food and clothing, education, medical care, and other social services. We also arrange for school classes or clubs to sponsor children, building students' intercultural understanding as well as their sensitivity to the needs of others. Now, in our School Enrichment Program, we are collecting slide and picture sets, folklore, games, songs, recipes, and bibliographies for teachers in sponsoring classes to use in making their foster children's countries come alive.

Readers who are interested in bringing their classes into our program can get more information by writing me at 155 Plan Way, Warwick, RI 02887.

—Dawn Drechsler, *director, School Enrichment Program, Foster Parents Plan.*

Parenting Curriculums

Editor's note: NEA has received dozens of letters from home economics educators about parenting curriculums, as requested by the Department of School Nurses (DSN) in "Trends" for February-March. We include a few excerpts and a response from DSN here.

As the school nurses identify the resources for parenting education, I hope they will recognize that home economics teachers are there already. Together we may be able to promote the kind of education so vitally needed by our secondary students.

—Allie E. Ferguson, *occupational program director, home economics education, Florida State Department of Education, Tallahassee.*

I commend the school nurses for being interested in parenting programs. In North Dakota, however, very few schools have school nurses; they are usually found only in the larger cities, of which there are few.

Home economists do most of the parenting education in the state, and we are well-prepared to do so. Courses involving both theory and actual practical experience with young children are a required part of our college experience. We also have in-service conferences to keep us abreast of new trends. I use nurses and a doctor as resource persons because they have much to contribute, especially about the child's physical development.

—Beverly Ditmer, *home economics teacher, Mott (North Dakota) High School.*

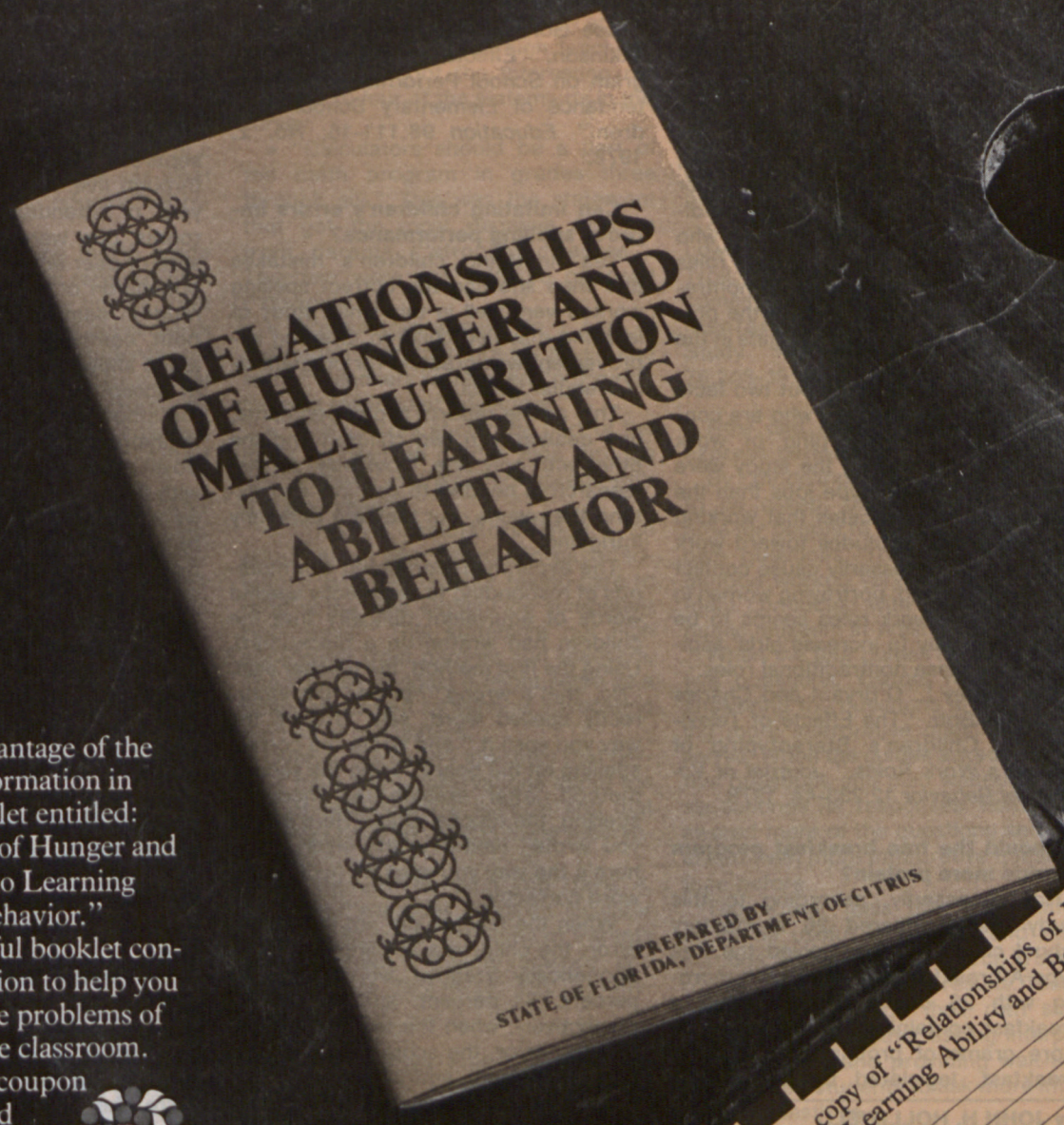
School nurses are aware of the courses being taught by home economics teachers. Our relevant objectives read: "Identify available or proposed curriculum on parenting skills," and "familiarize state school nurse chairpersons with available curriculum and encourage their participation in promoting parenting skills courses in the schools." They indicate that school nurses are in fact promoting the work of the home economics teachers.

—Katherine Durón, *administrative director, Department of School Nurses.*

"How's that homework coming?"

Free food for thought.

Nutrition can affect learning behavior more than you know.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Research Clues

Can television commercials help girls change their attitudes toward female work roles?

Commercials that show women in nontraditional roles may be effective in changing girls' attitudes toward these work roles, according to this study of 67 elementary school boys and girls aged five through 10.

The children were placed in two treatment groups. Each group took a pretest that included questions on job preference and then viewed a half-hour cartoon show every day for nine days. Each half-hour show included eight commercials; some of the commercials for one treatment group showed women engaged in nontraditional work roles, while the commercials for the other group showed women working in traditional roles. On a posttest, the girls who viewed women in nontraditional roles showed a higher preference for nontraditional jobs than they had on the pretest. This was not true for the girls in the other group.

The study results bring out two facts that will interest teachers who are concerned about stereotyping of work roles. First, the girls in the study were more likely to stereotype jobs than the boys were. This indicates that working to change girls' attitudes toward work roles will not necessarily cause conflict with boys. Second, portraying women in nontraditional work roles seems to be an effective way to increase girls' aspirations for these nontraditional roles.

See Shirley L. O'Bryant and Charles R. Colder-Bolz. "The Effects of Television on Children's Stereotyping of Women's Work Roles." *Journal of Vocational Behavior* 12:233-44; 1978.

Should the free breakfast program provide more protein?

Not necessarily, according to this study that compared 26 elementary school children who received the free Type A breakfast at school each morning with 26 others who received a breakfast containing approximately 13 more grams of protein. (The Type A breakfast, legislated by the federal Child Nutrition Act, provides children with minimal nutritional requirements.)

After 20 days, the two groups did not differ significantly in the way they worked on tasks, their attitudes toward school, their withdrawal from tedious tasks, or their attendance patterns.

As the authors point out, hunger has been shown to have negative effects on school performance. Their study finds that the Type A breakfast provides sufficient nutrition to offset these effects.

See Gordon Morrell and Donald R. Atkinson. "Effects of Breakfast Program on School Performance and Attendance of Elementary School Children." *Education* 98:111-16; No. 2, 1978.

Can imitating children's errors improve spelling performance?

Yes—imitating children's mistakes and then showing the correct spelling worked very well in this small study of learning-disabled children. Spelling improvement was greatest for phonetically irregular words.

This article reports two experiments, one dealing with two children and the other with only one. Obviously, further research is needed to confirm and extend the results, but they are definitely intriguing.

The experiment compared two methods of responding to incorrectly spelled words of equivalent difficulty that the children had written on a blackboard. Using the first method, the teacher said, "No, that's wrong," erased the incorrectly spelled word, said "Here's the way you spell it," and wrote the correct spelling on the board. Using the second method, after erasing the incorrect spelling, the teacher said, "Here's what you wrote" (imitating the error), "and here's the way you spell it" (writing the word correctly).

When the teacher did not imitate the error, the children's spelling scores on phonetically irregular words were 24 percent, 34 percent, and 60 percent respectively; when the teacher did imitate the error, the scores were 40 percent, 48 percent, and 85 percent.

The authors admit that to advocate imitating children's errors is to contradict the common rule that teachers should never show a child the incorrect way to do anything. People often convey simple concepts, however, by using negative instances followed by positive ones. ("Don't do it like this. . . . Do it like this.")

See James M. Kauffman, Daniel P. Hallahan, Kristina Haas, Tina Brame, and Richard Boren. "Imitating Children's Errors To Improve Their Spelling Performance." *Journal of Learning Disabilities* 11:33-38; No. 4, April 1978.

Are mainstreamed learning-disabled students accorded low social status in the classroom by other students?

Very much so, according to this well-designed study of 16 learning-disabled students who were mainstreamed in 16 separate classrooms in grades one through five. After almost a full school year of attendance in regular classrooms, they were compared on a measure of peer acceptance with the entire population of the 16 rooms and with a random sample of that population. In both comparisons, the learning disabled showed a significantly lower level of acceptance by their peers than did the other two groups. Furthermore, the mainstreamed students (especially the boys) rated themselves higher in status with their classmates than they actually were. This lack of perception, according to the author, may keep these students from trying to change their interactions with their classmates in order to be better liked.

This study shows that the teacher needs to deal with the very real social problems that mainstreaming can create in the classroom, in addition to the academic problems. It may help if teachers are just aware that mainstreamed students may have inaccurate perceptions of how their classmates feel about them. Although teachers may think that they need to try harder to increase these children's social skills, the children may not perceive that need at all.

The author suggests that teachers can provide small-group, cooperative learning activities to foster the social integration of mainstreamed learning-disabled students. Activities that require the entire group's cooperation cause the "normal" children in the group to work with, and become more accepting of, the mainstreamed student.

See Virginia L. Bruninks. "Actual and

By JOHN H. HOLLIFIELD
Assistant Director, Center for Social Organization of Schools, Johns Hopkins University, Baltimore, Maryland.

Perceived Peer Status of Learning-Disabled Students in Mainstream Programs." *The Journal of Special Education* 12:51-58; No. 1, 1978.

Does the instructional pace of the teacher affect students' academic achievement?

Yes, according to this brief review and study of instructional pacing, but pacing is a tough variable to separate out from others such as clear presentation of information and allowing student-initiated behavior. The question is, Will a faster instructional pace in itself cause higher achievement scores or do other factors cause higher achievement and thereby allow the teacher to go at a faster pace? This what-causes-what question is common in educational research.

This study picked nine fourth grade teachers whose students received high total mathematics scores on the Iowa Test of Basic Skills for two consecutive years, and nine whose students received low scores. The instructional pace of these teachers, measured by number of textbook pages covered, was observed for two-and-a-half months.

All teachers used the same text. The teachers whose students received high scores covered about 90 pages; those whose students received low scores covered about 56 pages. Scores were statistically controlled for student ability.

The authors point out the need for further pacing studies, especially studies designed to sort out precisely how instructional pace can affect the learning process.

See Thomas L. Good, Douglas A. Grouws, and Terrill M. Beckerman. "Curriculum Pacing: Some Empirical Data in Mathematics." *Journal of Curriculum Studies* 10:75-81; No. 1, 1978.

Is the egocentric student popular in elementary school?

No, according to this study of 219 students in grades one through five. To measure egocentrism, the researchers used a test based on Piaget's theory of egocentric behavior—basically, Piaget observed that egocentric children have a conception of reality based only on their own point of view.

The study found that egocentrism decreased with age and that by grade five, egocentric students were significantly unpopular among their classmates. Another interesting finding was that teachers' ratings of a student's popularity were very similar to ratings by other students

See Joseph S. Karmos and Diane Milcic. "A Study of Egocentrism and Popularity." *Journal of Experimental Education* 46:27-30; No. 2, Winter 1977.

How do parents and teachers feel about students' using calculators in school?

This study reports the analysis of reactions to a 12-statement survey from 126 elementary school parents, 62 junior high parents, 49 elementary school teachers, and 13 junior high teachers. Here are some of the interesting responses to four of the statements in the survey:

- "Calculators should be a part of the math program in grades three through six." This was the statement that got the most negative reaction from parents ("strongly disagree"). Teachers were not quite so opposed ("disagree").
- "Calculators should be a part of the math program in grades seven and eight." Teachers responded "not sure"; parents responded "disagree."
- "Calculators should be part of the math program in grades nine through 12." Parents and teachers agreed with this statement.
- "Use of calculators should be taught along with pencil-and-paper solutions, with the teacher taking care to require that the student be competent both ways." This statement got high agreement from parents and teachers. The authors suggest it might serve as a policy statement by schools advocating the use of calculators.

Overall, the survey indicates that parents have some reservations about the use of calculators in schools and that teachers have somewhat fewer reservations.

See Bernard R. Yvon and Davis A. Downing. "Attitudes Toward Calculator Usage in Schools: A Survey of Parents and Teachers." *School Science and Mathematics* 78:410-16; No. 5 May-June 1978.

What cognitive and affective outcomes differ in open and traditional schools?

This study found differences in the effects of open and traditional schools that educators are more and more coming to recognize. First, there were no significant differences in achievement. Second, students in open schools showed more positive attitudes toward school and toward teachers than did those in traditional schools.

The study also categorized the students according to whether they felt their academic performance was subject to internal (i.e., their own) controls or to external controls. In a self-evaluation, the "internally controlled" in the open school showed greater self-esteem than did those in the conventional schools. The "externally controlled," in contrast, had greater self-esteem in the conventional school than in the open one. This is an interaction effect that researchers have often posited before but have seldom found.

The study compared 83 sixth graders in an open school with 54 sixth graders in a conventional school. Most of the students in the open school had been attending it since kindergarten, so they had spent a longer time in the open environment than had students in most previous studies of this type.

See Constance J. Seidner, Sally C. Lewis, Noel V. Sherman, and Enid W. Troll. "Cognitive and Affective Outcomes for Pupils in Open-Space Elementary School: A Comparative Study." *The Elementary School Journal* 78:208-19; No. 3, 1978.

How can adults be encouraged to express curiosity?

By "modeling" the kinds of questions to be asked, then allowing sufficient time for people to think of and ask their own questions. This simple two-step method worked very well in an experiment conducted with tour guides at a public museum in Washington, DC.

When the tour guides asked interpretive questions, visitors responded by answering the questions and then asking more interpretive questions themselves. When the guides asked interpretive questions and also waited at least six seconds for responses, visitors answered more of the questions and then asked even more interpretive questions than before.

The author feels that this method could be useful in schools and other settings, and previous research in classrooms has shown similar results. Teachers could easily run their own small studies to see whether asking interpretive questions and providing wait-time will get their students to ask more interpretive questions.

See Caryl Marsh. "Encouraging the Expression of Curiosity" (unpublished). The George Washington University, Washington, DC, 1978. □

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The Teacher and the Law

Freedom To Teach

Because the Supreme Court has not spoken authoritatively on the question, it is not yet clear whether the Constitution of the United States gives teachers—even at the university level—any freedom in selecting the content or manner of their teaching.

There are some indications to the contrary in the decisions. The U.S. Court of Appeals for the Sixth Circuit, for example, has ruled that a public university, without violating the First Amendment, could fail to renew a nontenured teacher's contract because of displeasure with her "pedagogical attitudes." The Court concluded that the Constitution does not insulate the teaching style of a nontenured teacher from review by her superiors in making a decision about giving her tenure just because her methods and philosophy are considered acceptable somewhere within the teaching profession.

Nevertheless, a number of court opinions offer considerable support for the assertion by a teacher of a constitutionally protected right of academic freedom. In *Keyishian* v. *Board of Regents*, the U.S. Supreme Court stated that the First Amendment to the Constitution "does not tolerate laws that cast a pall of orthodoxy" over the college classroom, which the Court recognized as "peculiarly the marketplace of ideas."

This principle, which would appear to extend to official actions as well as "laws," is relevant to the high school setting also. In *Tinker* v. *Des Moines Independent Community School District*, the Supreme Court, speaking about high schools, declared that "students may not be regarded as closed-circuit recipients of only that which the State chooses to communicate." Further, it indicated that schools may not be used to "foster a homogeneous people."

Explaining why it was important to protect academic freedom at the high school level, one court has noted that "much of what was formerly taught in college in the first year or so of undergraduate studies is now covered in the upper grades of good high schools." The courts have recognized the inequity involved in safeguarding academic freedom for persons who go on to college but denying the opportunity for free inquiry to those who do not. A Colorado federal judge recently observed—

> For many people, the formal educational experience ends with high school. To restrict the opportunity for involvement in an open forum for the free exchange of ideas to higher education would not only foster an unacceptable elitism, it would also fail to complete the development of those not going on to college, contrary to our constitutional commitment to equal opportunity. Effective citizenship in a participatory democracy must not be dependent upon advancement toward college degrees. Consequently, it would be inappropriate to conclude that academic freedom is required only in the colleges and universities.

Even those who go on to higher education, a New York federal court has pointed out, will "have acquired most of their working and thinking habits in grade and high school." Therefore, the court said, such students also need an early opportunity to "operate in an atmosphere of open inquiry, feeling always free to challenge and improve established ideas."

Thus the courts have struck down, as repugnant to the First Amendment, sanctions imposed on high school teachers for particular assignments they have made to their classes. In *Keefe* v. *Geanakos*, the court enjoined a school board from dismissing a high school English teacher for assigning an article from the *Atlantic Monthly* by Robert J. Lifton of Yale Medical School and discussing in class a word from the article which the school authorities found offensive. In *Parducci* v. *Rutland*, the court overturned the dismissal of another high school English instructor for assigning a short story by Kurt Vonnegut, Jr.

One possible interpretation of these decisions is that the ground on which the school authorities based their objections to the assignments was constitutionally impermissible. The cases also can be read, however, as holding that, at least in the absence of an overriding justification for doing so, school authorities may not bar the use of relevant and nonobscene materials to supplement prescribed texts.

Some courts appear to have given the *Keefe* and *Parducci* decisions the latter interpretation. In *Sterzing* v. *Fort Bend Independent School District*, a Texas federal court upheld a high school teacher's right to assign materials on the Vietnam War and race relations in a civics class. It said that "[a] responsible teacher must have freedom to use the tools of his profession as he sees fit." And in *Wilson* v. *Chancellor*, an Oregon federal court sustained a teacher's right to invite political speakers into a political science class because such speakers—like the reading materials in *Keefe* and *Parducci*—are the teacher's "medium" for exposing students to a diversity of ideas.

Statements in opinions handed down by federal circuit courts also seem to recognize that the Constitution guarantees high school teachers a measure of academic freedom which protects them, at least to some extent, in the techniques they employ and the statements they make in the classroom. The U.S. Court of Appeals for the Tenth Circuit has stated that high school teachers "undoubtedly . . . have some freedom in the techniques to be employed" in class. And the U.S. Court of Appeals for the Sixth Circuit has declared—

> If one of the English teachers considered Joseph Heller's *Catch 22* to be one of the more important modern American novels (as, indeed, at least one did), we assume that no one would dispute that the First Amendment's protection of academic freedom would protect his right to say so in class and his students' right to hear him and to find and read the book.

In conclusion, although the Constitution does not mandate transfer of curriculum control from democratically accountable bodies, such as school boards, to teachers, the courts appear increasingly unwilling to hold that a high school teacher may constitutionally be compelled, as the Colorado federal judge put it, to "teach from a prepared script."*

—**David Rubin**, *NEA deputy general counsel.*

The author has adapted this article from the forthcoming revision of his book *The Rights of Teachers*, an American Civil Liberties Union Handbook (Discus/Avon).

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*Although few cases involving claimed violations of a teacher's constitutionally protected academic freedom have arisen at levels below the high school, at least one court has held that a teacher's classroom activities in grade school have a measure of constitutional protection. The extent of such protection, if any, at any level, will of course depend on the facts of each case.

Teacher Opinion Poll

Back to the Basics

How do teachers feel about the back-to-the-basics movement? NEA Research asked a nationwide sample of public school teachers several questions about the movement in its latest Teacher Opinion Poll.

• More than 80 percent said the movement was an issue in the community where they teach and was having some impact on their classroom or school.

• Whether or not it was having an impact on their school, more than 90 percent felt the movement would have a positive effect on education.

• A number of respondents reported that their districts had instituted new or revised practices as a result of the back-to-basics movement. More than one-third of the teachers said that their districts had instituted competency testing and stricter discipline policies, had placed increased emphasis on homework, and had made schools and classrooms more structured.

A majority of teachers, however, felt these practices were desirable. More than 90 percent favor stricter discipline policies; more than 70 percent would like more structured schools and classrooms; and more than 60 percent would like increased emphasis on homework.

• As might be expected, almost all respondents said reading, writing, and arithmetic should be required for all elementary students. More than 80 percent said speaking, listening, and citizenship also should be required for all elementary students.

• Almost all respondents said English and mathematics should be required for secondary students, and more than 80 percent said history and science should also be required.

—NEA Research.

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QUANT	ITEM NO. AND DESCRIPTION	AMOUNT

SALES TAX _____

TOTAL _____

AM'T ENCLOSED _____

Name _____

Address _____

City _____

State _____ Zip _____

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BEHAVIOR REWARD PACKAGE

This package consists of play money which is to be handed out as a reward, or a reinforcement of positive behavior. The play money can be redeemed by the children for prizes.

Complete package contains • 1700 pieces of play money • 144 prize package toys • 50 individually packaged toys • 25 super toys • 2000 Blank tickets can be substituted for play money.

SUGGESTED REWARD SCHEDULE
5-10 Tickets _____ Prize Package Toy
11-25 Tickets _____ Individually Packaged Toy
25-50 tickets _____ Super Toy Retail Value 39¢-79¢
B-66 _____ ALL FOR ONLY $15.95

ULTIMATE PACK

50 different toys, games, tricks, etc.

(each in poly-bag)
For children of all ages

M-8

NO DUPLICATES! 50/$4.50

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Pre-Kindergarten—3rd Grade

B-59 ACTION TOYS _____ 50/$3.90
3rd—5th Grade

M-10 TRICKS _____ 50/$3.90
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B-35 SUPER TOYS _____ 25/$6.90
Retail Value 49¢-99¢ ea.
Perfect Grab Bag Prizes

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CAR PENCIL TOPS

Fit on top of pencil. Actually erase. Asst. styles and colors.

K-77 _____ 48/$3.45

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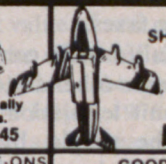


Colorful assortment of pencil sharpeners Each in poly bag

B-45 _____ 24/$2.25

GOOD STUDENT AWARD PENCILS

Imprinted pencils
First quality

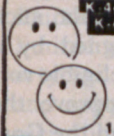
B-53 _____ 48/$2.50

GOOD CONDUCT MEDALS (T-24) & SMILE MEDALS (T-26)

2 color metal tabs

100/$1.45

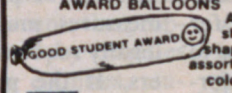
K-44 SMILE PUT-ONS
K-46 FROWN FACE



Perfect for marking papers P-2
Mix & Match 500 of ea.

1,000 _____ $2.90

GOOD STUDENT AWARD BALLOONS



Air-ship shape, assorted colors

K-78 _____ 100/$2.50

MOD NECKLACES

Mini food & fruit & animals—all with plastic strings

M-95 _____ 144 $2.75

CARTOON LOLLIPOPS

Assorted flavor comic pops

M-12 _____ 250/$3.00

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Please Follow Instructions

Do Over
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Messy
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Excellent
Well done
Great
Good Work
Satisfactory
Very Good

One message per stick on with complete 18 messages on flat sheet for easy application

K-98 .... 1,000/$2.90

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4" Plastic ruler with cut outs of different shapes.

A-3 . . . 144/$2.95

SPACE RAIDER ERASERS

New science fiction space ship and robot erasers

K-82 . . 50/$6.25

RING RIOT

NEW! R-85 SPACE RINGS _____ 100/$3.50
R-47 DISNEY RINGS _____ 100/$3.95
R-11 FLICKER RINGS _____ 100/$2.90
R-39 SANTA RINGS _____ 100/$2.40
R-42 SMILE RINGS _____ 100/$1.40
A-16 NOVELTY RINGS _____ 144/$1.50
A-9 METAL GIRLS RINGS 144/$2.45
R-8 BOYS RINGS _____ 72/$2.50
R-19 GIRLS RINGS _____ 72/$2.50
R-18 METAL RINGS (B&G) _ 72/$2.50
(R-8 R-19 R18 packed up in display box)

ASSORTED TOYS

INDIVIDUALLY PACKED

M-66 BALL & CUP _____ 48/$1.95
B-20 HI-LO GAME _____ 48/$2.40
M-91 BALL & JACKS _____ 72/$2.85
R-64 PLAY MONEY _____ 48/$3.75
M-13 HAND PUPPETS _____ 36/$3.40
M-65 PADDLE BALL _____ 12/$3.95
M-2 PATIENCE GAMES _____ 72/$2.65
K-51 CHECKER SETS _____ 36/$2.80
B-82 MAGNIFYING GLASS _ 72/$2.90
P-73 SCHOOL NECKLACES 48/$3.95
B-77 TROPHY CUPS _____ 48/$3.50
M-89 MAGNETS _____ 36/$2.90

Gross Packed (144 Pieces)

M-19 BANGLE BRACELETS
A-46 JIG-SAW PUZZLES
A-41 MAGNIFYING GLASS
M-73 CAR WITH WHEELS
A-63 MINI PLAY MONEY
K-41 ECONOMY TOY ASSORTMENT
A-10 FAN PENCIL TOP
A-32 BALLOONS
A-8 WATCHES
A-84 ANIMALS
A-17 PREHISTORIC ANIMALS

144 per item/$2.45
ANY 3 OR MORE/$2.25 ea.

COPING WITH PROPOSITION 13

California's voter-initiated Draconian tax measure, Proposition 13, could have delivered a devastating body blow to that state's ability to govern itself. Only the fortuitous combination of a large state surplus and a legislative leadership with political interests in using that surplus to rescue local government has spared California from immediate disaster. But that happy circumstance—California's ability to live with Proposition 13 at least for a year or two—itself contains the danger, if not the likelihood, that zealous conservatives in other places will misread California's experience as proof that government bureaucrats have insatiable appetites for taxpayers' dollars, that they can be brought to heel only as their funds are cut off.

The likelihood of "California" being misread is increased by the notoriety it continues to enjoy. Jarvis and Gann, the instigators of the piece, became TV stars and household names in a few weeks.

California is not an isolated instance of restiveness about taxes. Something significant is transpiring in state-local finances in the United States. Signals have been flashing across the land for several years, but we have been slow to see and recognize them. Is the California vote only the beginning of a nationwide sweep of fiscal conservatism that will fasten a multitude of new shackles around governments? Or is it rather a voicing of public displeasure, localized to a very few places, soon to be forgotten, the victim of public apathy? These are questions posed across the country with growing apprehension or glee, depending on the questioner and his or her bias.

What Is Proposition 13?

It is a tax measure enacted by an initiated referendum to freeze property tax rates, virtually freeze assessments for property tax purposes, and place formidable hurdles in the path of increases in other local taxes and in state taxes.

California's constitution, like those of some other states, allows citizens to submit legislation directly to the vote of the people, bypassing the legislature. To be placed on the ballot, such measures must first be signed by a legally required number of eligible voters. If the people later approve the measure, it becomes law, and the Governor may not veto it. Interestingly, the first provision for such initiated referendums originated on California's northern border, in Oregon, three-fourths of a century ago.

Proposition 13, offered with over 1 million voter signatures, drew about a 60 percent turnout of eligible voters in an off-year election and carried by an overwhelming majority (64 percent). It attracted 600,000 more voters than did the Republican gubernatorial primary race for the nominee to run against Governor Edmund Brown in November.

The measure restricts taxation in four ways:

By L. LASZLO ECKER-RACZ
NEA Economist.

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Primitive bureaucratic tribes are still attempting to quiet volcanic eruptions with human sacrifice.

- It limits property taxes to 1 percent of the market value of real property. This limit can be exceeded only to cover the cost of bonded debt approved by the voters before July 1, 1978. Debt service will require an estimated one-fourth of 1 percent tax rate. Thus limited to about 1¼ percent, the property tax will be collected by counties and apportioned among counties, municipalities, school districts, and special districts in proportion to their past property tax collections.
- It rolls back the assessed value of real property for tax purposes (fixed at 25 percent of market value) to the 1975-76 level. In future years, assessed values can be increased to reflect inflation but not by more than 2 percent annually. Traded and newly constructed properties are the only exceptions. They may be reassessed on the basis of their market values at the time of sale or construction.
- It permits increases in state taxes only if approved by two-thirds of both houses of the legislature.
- At the local level, it permits increases only in other-than-property taxes and only with the approval of two-thirds of those voting in an election.

Proposition 13 cuts this fiscal year's (1978-79) local revenues by about $7 billion. This represents over half of what property tax receipts would have been and nearly a quarter of what local government revenues from all sources would have been. School districts are the largest dollar losers. Their $3.5 billion loss represents over 50 percent of their property tax receipts and nearly 30 percent of their revenues from all sources.

What Sold Proposition 13?

Political pundits will be debating for some time why California voters approved Proposition 13 by an overwhelming margin. Clearly both national influences and influences peculiar to California were at work.

State and local governments, including the schools, have been among the country's fastest growing industries for years, consuming increasingly larger

Revenue Loss Resulting from Proposition 13, by Type of Government, Fiscal Year 1978-79

	Revenue Loss (in millions of dollars)	As a Percent of—	
		Property Tax Receipts	Total Revenues
Cities[a]	$ 806	60.0%	15.2%
Counties[b]	2,236	58.8	28.9
School Districts	3,539	54.7	29.2
Special Districts (Enterprise)	216	55.7	22.4
Special Districts (Nonenterprise)	247	55.8	5.6
Total	$7,044	56.6%	23.4%

SOURCE: Congressional Budget Office.
a) Excludes San Francisco.
b) Includes San Francisco.

shares of the nation's output of goods and services. Their taxes have been growing faster than personal incomes and by 1977 equaled nearly 13 percent of income. This was tolerable so long as personal incomes grew enough to cover the increase in taxes and also improve personal living standards. But real income (after allowance for inflation) has not increased noticeably in most parts of the country for nearly a decade. At the same time, income taxation is taking larger shares of people's stable or declining real incomes as inflation reduces the value of their personal exemptions and moves them into higher tax-rate brackets. With slower economic growth, tax increases threaten to cut more and more into personal living standards. The promise of a large property tax cut thus had irresistible appeal.

State-Local Taxes as a Percent of Personal Income

Fiscal Year	State-Local	State	Local
1948	7.03%	3.55%	3.48%
1958	8.85	4.35	4.50
1968	10.81	5.86	4.95
1976	12.47	7.13	5.34
1977 est.	12.87	7.39	5.48

SOURCE: Advisory Commission on Intergovernmental Relations.

The persistent and accelerating inflation is cutting into living standards of people on fixed incomes and alarming the middle-income class. California, a haven for retired people, has relatively large numbers of residents in both these groups. They blame government for inflation because they think it is doing too much, spending too much, and needlessly incurring deficits.

Inflation is increasing property values everywhere, but particularly in Southern California where population continues to mount. Accelerating property values, in combination with California's relatively efficient system for assessing property for tax purposes, produced rapid increases in tax assessments (as it should). This need not have produced correspondingly increased tax bills if local officials had reduced tax rates. Most elected not to do so, presumably because bowing to citizens' pressure for improved local services, which entail bigger expenditures, was politically more compelling. This was not appreciated by the middle- and upper-income taxpayers who already resented the steady growth of expenditures for social programs for minorities and other underprivileged groups. Their resentment peaked just before the election when assessors distributed the new assessment notices portending still higher tax bills.

California's property taxes were higher than they need have been because the state had not relieved local governments adequately of the cost of such expensive functions as education, medicaid, and welfare. Local governments remained responsible for about 25 percent of welfare costs and for more than 50 percent of school costs. This aggravated the burden on real estate taxes although both counties and municipalities (but not school districts) also levy sales taxes.

People resent increases in property taxes generated by inflation more than they do those in income and sales taxes. The latter two result from increased income from which the higher taxes can be paid; this is not so with property taxes. An increase in the value of a home is not accompanied by more dollars for paying higher property taxes, only by increased insurance and other home costs.

It is the duty of assessors to keep up with increases in property values, to keep pace with them. Their efforts to do so, however, outrage some homeowners. Those who have no intention of selling their homes and are not privy to the theory that the tax is supposed to be based on current market value of the property do not see the fairness of paying tax on a paper gain they have not realized and do not expect to realize in the near future. A mark-up in the value of their home on the assessor's books, they argue, does not provide the cash for paying a larger tax bill. Homeowners find it unreasonable, too, that their efforts to improve the condition and attractiveness of their homes are penalized by increased assessments and higher tax bills.

The publicity given California's growing budget surplus fanned the fires. Here was proof that government did not need more money; it was only stashing it away. People did not understand that the state's bank balances did not pay bills in county court houses, city halls, or school offices unless the legislature transferred them there. On the other hand, undecided voters saw in the state's surplus the assurance that if some places were indeed hit hard by Proposition 13 tax limits, the state would have the funds to rescue them.

The Voters Had Another Choice

In voting for Proposition 13, Californians bypassed a less drastic Proposition 8 on the same ballot. This measure, passed by the legislature and approved by Governor Brown, who opposed the more severe measure, would have financed a 30 percent immediate property tax cut for homeowners from the state's surplus. It would have "split the tax rolls" by freezing assessments on owner-occupied homes, which in turn would have resulted in a gradual reduction of the share of property taxes borne by homeowners. It would have limited local property tax increases, apart from new construction, to the rate of inflation. It would have made the state-financed "circuit breaker" for the relief of overburdened senior citizens more generous. Finally, it would have tended to curb increases in state spending by earmarking the state's surplus for property-tax reduction and tying the rate of growth in state revenues to growth in the personal income of the state's population.

Who Benefits from the Tax Cut?

The legislative analyst of the California legislature estimates that homeowners will receive only about one-third of the $7 billion reduction in property taxes. Moreover, part of this $2.3 billion tax relief homeowners will receive will be offset by increases in their federal and state income taxes as a result of their reduced deductions for property taxes. About a sixth of the $2.3 billion will accrue to owners of rental units. The balance of the tax reduction will accrue to owners of commercial, industrial, and agricultural property. The state will also benefit because reduced property taxes will reduce the relief it needs to provide to low-income homeowners for property

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CIRCLE QUICK-ACTION CARD NO. 10

Distribution of Initial Tax Relief, by Type of Property, Fiscal Year 1978-79

	Initial Tax Relief (millions of dollars)	As a Percent of Total Relief
Owner-Occupied Residential	$2,341	33.2%
Rental-Occupied Residential	1,200	17.1
Commercial and Industrial	1,916	27.2
Agricultural	944	13.4
State	643	9.1
Total	$7,044	100.0%

SOURCE: Congress of the United States, Congressional Budget Office.

tax overburdens.

One of the major beneficiaries of Proposition 13 is the federal government. The reduced property tax payments by Californians—both individuals and corporations—will reduce their deductions for federal income tax purposes. Half of the reduced property taxes for 1979 will be reflected in returns filed next April, the balance in 1980. The Congressional Budget Office estimates that federal income tax receipts will increase by $1 billion in 1979 and by $1.3 billion in 1980. As a result, some have suggested that the federal government return to California these increased tax receipts. Congress may have difficulty in taking this suggestion seriously. It would be rewarding states for not collecting taxes; the less taxes they collected, the larger their entitlement to federal grants. With this logic, states without income taxes or with only token income taxes could lay claim to the largest federal handouts.

California's Accommodation to Proposition 13

Local officialdom's initial reaction to Proposition 13 was panic. It predicted drastic service cuts; reduced police and fire protection; elimination of sports and elective activities from schools; soaring pupil-teacher ratios; and the abandonment of the state's poor, sick, and old. After the ballots were counted, summer school programs and adult education classes were scrapped, and year-round school personnel were given unpaid summer vacations. In cities and counties, hiring freezes were instituted, and termination notices were distributed. By these and other measures, California's local entities hoped to survive under the limitations the voters mandated.

Meanwhile, Governor Brown had appointed a six-member legislative committee to help him allot the state's surplus and what remained of the property tax to the counties, cities, school districts, and special districts. Decisions had to be made quickly because the new fiscal year was only days away. The recommendations of the Governor and his committee were approved by the legislature on June 23.

More than $5 billion of the state's surplus was used to relieve California's local entities. More than $4 billion was allocated in increased state aid and another billion was obligated by the state in assuming local costs for welfare, food stamps, and health services. The 4,700 special districts and authorities were taken care of by alloting $125 million to the counties for distribution among them. These measures restored all but $2 billion of the revenue eliminated by Proposition 13.

For reasons probably not unrelated to the political skill and influence of the California Teachers Association, the public schools fared quite well. They received over half of the distributed state surplus. This restores all but about 10 percent of lost property tax revenues. Individual school districts will actually have more funds (ranging from 1 to 7 percent) than last year. They are, however, prohibited from granting cost-of-living increases (in violation of their contracts) and are mandated to conduct citizenship classes and certain classes for the handicapped under their adult education and summer school programs.

While these measures relieve the schools and the other local entities for the one fiscal year that began July 1, and oblige them to operate, on the average, with a 10 percent cut, they

How the Property Tax Works

State law generally prescribes rules for operating the property tax within broad principles specified in the state constitution. Its function is to fill in the gap between the revenues called for by the community's budget and the sums it expects to derive from other local, state, and federal sources. The property tax picks up the revenue responsibility where other revenue sources leave off.

The constitution may direct that property be assessed at 100 percent of its current or actual market value or some lesser percentage, such as 40 percent or 25 percent. It will invariably specify that all property should be assessed uniformly, i.e., at the same percentage of actual value. In a few states, property is classified into categories—such as farm, residential, industrial, commercial, public utility, and undeveloped—for assessment or tax rate purposes. Where a classified property system prevails, the percentage of current market value prescribed for assessing may and usually does vary from class to class, and the requirement of uniformity applies only within each class.

An assessor, who is either appointed or elected, functions everywhere. An assessor's assigned geographical jurisdiction may be a small hamlet with 100 or fewer real estate parcels where he or she comprises the entire assessing staff, or it may be a large county or city; in one case (Hawaii), it is an entire state employing many assessing specialists. It is the assessor's responsibility to list on the tax rolls every parcel of taxable property within the jurisdiction and on a specified date each year, often January 1, to place an assessed value on each parcel in conformity with assessment rules.

Assessed value should not be confused with appraised market or actual value, for it is only some fraction of it. Taxpayers who are unaware that fractional assessment is in general practice sometimes are pleased to find out that their home has been assessed at less

will afford them a little time to collect their thoughts on what to do about the future. Some are obtaining additional funding by instituting user charges and fees for selected local services.

It should be noted that the state's rescue legislation included some mandates reformers have advocated for years. Increased state funding of public schools, albeit temporary, is one of these. The state takeover of costly welfare and health services is another. Placing the special districts and authorities under the watchful eye of general-purpose county governments, responsible to the voters, is a third.

Californians who voted for Proposition 13 would approve also of the legislative mandate to freeze salaries and the prohibition against reducing fire and police services. The extent of the relief provided by the legislature and the speed with which it was put in place has taken the people by surprise. And, incidentally, it is serving to undermine the credibility of the political leaders who predicted the collapse of government following Proposition 13.

Longer-Run Effects

Opinions differ on how California will fare with Proposition 13 in the longer run. Some anticipate fiscal stringency at the state level as a slowed economy reduces revenues from income and sales taxes in future years, at the same time that the state will be required to finance higher welfare and medicaid costs and increase its share of school costs. An anticipated reduction in federal aid programs is another factor. Several influences will contribute to this result.

One of these is the fact that the revenue-sharing formula takes into account tax effort, which California has just reduced. Cutbacks in state spending could also jeopardize the funds necessary to meet the matching requirement of some federal grants. In addition, the Congressional Budget Office points out that cutbacks in state-local spending could violate the maintenance-of-effort requirements of some grant programs. Local education agencies, for example, if forced to make budget cuts, could find themselves in violation of such requirements, which are included in most education laws. To qualify for aid, local education agencies generally must have spent as much on the aided activity as in the preceding year. Noncompliance generally disqualifies the recipient for the full amount of the grant in question. However, some of the ESEA programs—Title I, Title IV, and Adult Education—allow a 5 percent reduction in expenditures without penalty and in certain circumstances allow the requirement to be waived entirely.

One school of thought holds that the tax cut, which benefits business and industry more than homeowners, will stimulate business activity and investment and increase tax revenues. While the debate proceeds, a watchful eye is being kept on the blue ribbon commission headed by the widely respected former analyst of the state legislature, A. Alan Post, appointed by Governor Brown to investigate the long-term questions raised by Proposition 13 and to make appropriate recommendations. Post is believed to support increased state responsibility for funding public schools. However, the views of other members of the Commissioin are unknown. But whatever its recommendations, the shackles placed on the state's ability to increase taxes cast doubt on its ability to assume increased financial responsibilities until the constitution is further amended or until the courts find fault with Proposition 13.

The Threat of Other Proposition 13's

The circumstances that produced electoral support for Proposition 13 in California are not likely to be duplicated precisely in many other states. Interest in the California vote is widespread, however.

Fiscal conservatives are coming out of the woodwork all across the country, mobilizing efforts on behalf of tax limits. They are quick to point out that the dire consequences predicted by California's officialdom have not materialized. Here is proof, they argue, that the bureaucrats had more funds than they could have used effectively. The fact that California has relieved the crisis for but one year and is expected to have significantly less money for that purpose in subsequent years is not publicized.

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than its market value. In fact, they may have been overassessed—other property owners may have been assessed at smaller fractions of market value.

The test of the quality of an assessor's work is the relation of the values he or she places on properties to the prices at which those properties sell on the open market. In many jurisdictions this assessment-sales ratio is now computed on a continuing basis; frequently it is published. Assessors cannot hope for perfect conformity between their appraisals and the required percentage of sales prices, but good assessors can come close.

Property owners everywhere are afforded some opportunity to have their assessment reviewed if they believe it to be excessive. Usually they can have recourse first to the assessor, then to a citizen appeals board, and finally to the courts.

The sum of the assessed values assigned to each taxable parcel comprises the so-called tax base available for property taxation.

The governing board fixes the tax rate and expresses it as so many dollars and cents for each $100 of assessed value or so many mills (tenths of a cent) per dollar of assessed value. It is set at the level at which, when multiplied by the parcel's tax base, it will produce the revenue needed to balance the budget.

Generally some allowance, based on experience, is made for expected tax delinquency. The amount of unpaid taxes varies from year to year, depending on the financial condition of taxpayers and such factors as prevailing interest rates. Real estate developers and those who hold tracts of land for speculative gain sometimes use tax delinquency as a way to borrow from the city or county. They find this profitable, particularly when commercial interest rates exceed the interest (often 6 percent) charged for unpaid taxes. It not only enables them to save on interest costs but relieves them of the need to file the financial statements that other lenders usually require.

Some weeks before the tax is due, the owner receives a tax bill which is determined by applying the tax rate voted for the next fiscal year to the assessed value of his or her property. The tax can be paid in either an annual lump sum or in two or three installments. Sometimes a small discount is allowed for payment in advance of the due date; penalties are charged for late payment. □

Proposition 13 measures are already scheduled for the ballots in three states in November.

- At last report, the Property Owners Association in Idaho had enough voter signatures to place a 1 percent property tax limit on the ballot. *Congressional Quarterly* has reported that Idaho's governor is busy planning for revenue cutbacks in the expectation that the proposal will pass.
- In Michigan, three separate constitutional amendments have been filed with the requisite number of signatures and await validation for inclusion on the November ballot. They range from a sharp cutback in property taxes to a total prohibition of such taxes for K-12 public education with a mandate that the state finance a voucher system for those grades.
- Oregon is asking the electorate to approve a 1.5 percent limit on property taxes. On the average this would reduce taxes about a third.

The fate of the Proposition 13 movement will affect the public schools more than most other local governmental entities. The schools are the largest consumers of property taxes and more dependent on them than the others. In all too many states, local government still has the major responsibility for financing schools and depends largely, if not exclusively, on the property tax for its own revenue. It is expected, therefore, that those concerned with the effectiveness of the public schools will strive to avert the more extreme versions of Proposition 13-type measures.

How To Cope

Proposition 13 has generated a flood of consultations, conferences, and meetings of those preoccupied with governmental affairs. They are asking why it happened, how it might be kept from spreading to their states, and how its most objectionable features might be clipped. They conclude that it happened, among other reasons, because Californians were angry about their property tax bills and disenchanted with the way "government bureaucrats" were using their tax dollars.

Displeasure with the property tax should not have come as a surprise. It has long been on the "most wanted" list. People are critical not only of the heavy weight of the tax, particularly on low-income families, but also of its inequities, of the sudden jump of tax bills following reassessments, and of the inconvenience of paying a year's taxes in one or two lump sums. The outcries of tax scholars and politicians against its poor administration for more than 50 years have also had their impact. The Advisory Commission on Intergovernmental Relations took its annual poll of public attitudes on government and taxes just before the California vote. The poll revealed an antiproperty tax sentiment for the fourth consecutive year. A third of those queried considered the property tax to be the worst tax, the least fair. This sentiment was most pronounced (44 percent) in the West.

A few days after the California vote, a special national poll conducted by NBC and the Associated Press revealed that 83 percent of those interviewed knew about Proposition 13, and, if given the chance, 53 percent would have voted for a similar measure in their own state. About the same time, the Gallup organization found that while 43 percent considered the sales tax and 36 percent considered the income tax the fairest tax for financing state and local services, only 10 percent gave the prize to the property tax.

In terms of effective rates (i.e., the tax bill as a percent of the market value of the property), per capita tax bills, and taxes in relation to personal income, California property taxes are high. As the Congressional Budget Office points out, however, a number of states have even higher taxes. Moreover, the recent increases in Californians' tax burden, also cited as a cause of the antitax revolt, are not significantly different from the national average. To say that California had no more provocation than the rest of the nation is not to belittle the antitax sentiment or the urgent need to defuse it. Prudence counsels a concerted effort to preserve this tax because state-local government cannot do without the $65 billion it produces. What are the possibilities?

Reducing local dependence on the

NEA on the Tax Revolt and School Finance

The National Education Association has long held that there has been too much reliance on the property tax to fund public education. Overdependence on the property tax has caused unequal education for millions of schoolchildren and is the subject of litigation nationwide. At the same time, the local-property-tax squeeze has resulted in school closings, curtailed services for children, and has forced some teacher layoffs.

Earlier this year, NEA addressed itself to this problem by initiating school-funding equalization legislation in Congress aimed at establishing a national policy for assisting schools in financial stress. The measure also provided a start toward reducing the burden on property owners. The legislation is designed to restrict the dependence of local schools on real estate taxes to 33 percent. Individual taxpayers would be entitled to a rebate if this limit were exceeded. The legislation (HR 10890), however, has made little progress in Congress.

The NEA, as a matter of long-standing policy, favors raising federal contributions for public education from the present 8.3 percent to one-third of the total school dollar.

Now the other shoe has fallen—just as NEA and school observers said it would—under the guise of Jarvis-Gann. The knee-jerk reaction to the California calamity is evident everywhere—from town halls to the Congress. NEA has cautioned President Carter and members of Congress against panic and overreaction. NEA Executive Director Terry Herndon asked the President to use "the vast moral force of the Presidency" to counter the idea that the recent California vote is a tax-slashing message from all of the people regarding all of the taxes in all of the states and the federal structure as well.

"To be sure, nobody likes taxes, and politicians can exploit this sentiment," said Herndon. He added that the nation

property tax is one option. This can be accomplished by shifting some of the overburden to the state and federal governments. Public school costs lead this list. The National Education Association is on record for one-third, one-third, and one-third, local, state, and federal sharing. Lifting the remaining welfare and health costs off local government's shoulders is a close second.

Dependence on the local property tax would be reduced also by giving more local governments the authority to levy sales and income taxes and have them collected along with the corresponding state taxes. It would be reduced also if state and federally-mandated increases in local spending were accompanied with provision for financing them and if state-mandated local tax exemptions were accompanied by reimbursement for lost revenues.

The potential of the property tax to irritate can be held within bounds by guarding against tax-burden overloads on low- and middle-income households, owners as well as renters. Measures already in use in about 30 states, known as circuit breakers, accomplish this: The state assumes part of the household's property tax (for senior citizens only in some states, for all ages in others) whenever the tax exceeds a specified percentage of income. The Advisory Commission on Intergovernmental Relations estimates that about $950 million were spent to relieve more than 5 million taxpayers in 1977. This averages $185 per taxpayer.

Part of the blame for displeasure with the property tax must be laid to inequities when poor property assessment results in unequal tax payments by owners of like-valued properties. If left standing, Proposition 13 will be a destructive influence on one of the better property tax systems in the nation, for it virtually freezes assessments at 1975-1976 levels until properties are sold, in violation of the principle that like-valued properties be assessed equally. Over the years, increasingly wider differences will accumulate between newly constructed and traded properties on the one hand and untraded properties on the other. Commercial and industrial properties are favored, since they are traded less frequently than are residential properties.

The spectacular revenue performance of the property tax in recent years is in some part attributable to improvement in assessing quality. Continued efforts on behalf of reforming assessment administration merit a prominent spot on this agenda.

Some strategists are counseling that the tax limitation movement is too virile and cannot be stalled, that the practical course is to strive to confine it to more rational proportions. They would seek to keep tax limitations out of constitutions and confine them to statutes, where in time they could be relaxed. They would seek to avoid the two-thirds requirement for tax increases because majorities of this magnitude for tax increases are too formidable hurdles. They would strive to limit the restrictions to local governments rather than the state, in order that the latter might remain free to step into the breach as problems develop at the local level.

There are also those who counsel that if you can't beat them, join them for an opportunity to direct them in less damaging directions.

Restrictions on taxing and spending were making headway for some time prior to the California vote. The Advisory Commission on Intergovernmental Relations counted 14 states where the power of local officials to increase property taxes was restricted and four where during the preceding three years spending and taxing had been restricted at the state level. Some of these measures satisfy the political pressure to slow growth in spending and recognize the restiveness of voters without handcuffing the legislature or dealing responsible local government a fatal body blow.

The approach adopted by Tennessee this year is receiving favorable notice. A constitutional amendment in that state restricts state spending increases to the growth in the state's economy. The state legislature, however, can exceed this limit by a simple majority vote, provided it explains why it finds it necessary to do so. In addition, the constitutional amendment directs the state legislature (1) to reimburse local governments at least partially for any

could be brought "to the edge of collapse of public services" if it went unrecognized that the Jarvis-Gann vote was "a specific response to a specific circumstance by a specific subset of the American people."

Public education will face its most serious challenge in history if the confusion and misunderstanding surrounding Proposition 13 is allowed to spread. The real impact will be felt next year and in the following years. California's "$5 billion surplus," another factor in the taxpayer uprising, will bail out local school districts to about 90 percent of operating costs for the 1978-79 school year. But what about 1979-80, and thereafter?

A majority of the states are considering some type of legislation to slow tax or spending increases. NEA believes that what is needed now is not panic but a long-range solution that will provide a balanced method of funding education and other government services. The issue is not a rollback of school and government programs and the elimination of services. That would discriminate against the poor. The real issue is how to achieve fair taxation, to make government more efficient and responsive to human needs.

This can be accomplished by tax reform at the local, state, and national levels. And it should begin promptly if it is to prevent "the reckless and irresponsible opportunism" sparked by the taxpayer revolt. A major provision of tax reform must ensure equitable use of property, income, and sales taxes and prevent excessive reliance on any single tax. NEA urges a system in which a broad-based, less regressive tax—such as the federal income tax—will cover one-third of the cost of public education.

Inflation, heading toward the double-digit mark, is the real culprit. Unless it is checked, the controversy of taxes v. rollback of government services will be exacerbated.

The Congress and the Administration, locked in a dispute over tax cuts and tax reform, are primarily responsible for dealing with inflation. The inflation battle will be won or lost at the federal level. NEA supported the Carter Administration's tax programs, including tax reform.

NEA is certain that most citizens want quality comprehensive public services and know that the government must also sustain those citizens who have

expenditures forced upon them as a result of a legislative mandate and (2) to fund fully the first year cost of all new state programs.

A measure pioneered by Florida and recently embraced by Hawaii is also attracting favorable attention. It provides an automatic rollback in property tax rates roughly commensurate with the increase in tax assessments. This rollback can be bypassed by city councils, school boards, etc., provided they announce publicly that the tax increase is the result of their decision to raise expenditures, not of the assessor's action in raising assessments.

The Florida formula automatically keeps tax revenues at the preceding year's level except for those added by new construction. If this does not suffice, the local governing body—say, the city council—has to put a quarter-page ad in the local newspaper with the largest circulation: "The City Council proposes to increase your property taxes. Hearings will be held on (date)." The author of the legislation, State Rep. Carl Ogden, was quoted by *The Washington Post* as authority for the requirement that the ad be surrounded by a thick black border "lest it be overlooked." If after the public hearing, taxes are raised, another black-bordered, quarter-page ad must appear: "The City Council has voted to raise your property taxes. Hearings will be held (date)." After the second set of hearings, there's another vote. Only then can taxes actually be increased.

Rep. Ogden is reported to have said that no more than 5 percent of the municipalities have run the ad since 1975, when this version of the law was passed, and that the idea behind the approach is to avoid tying local governments into arbitrary spending limits. Instead, officials are forced to be candid about who's raising taxes and why.

Adding It Up

Proposition 13 could have dealt California's governmental apparatus a crippling blow. It did not do so. The state has been spared, at least for one year, the worst fiscal consequences of its misguided June 6 vote because it chanced to have an awakened legislature and a politically alert governor with access to a large budget surplus. Other states, also charmed by visions of substantial tax cuts, theirs for the taking by pulling the "yes" lever, may not be as fortunately endowed and may not appreciate that they are not. The danger of their misreading California is real because they want to do so.

The taxpaying public's determination to contain tax increases and slow increases in expenditures is not confined to California and is not a new development. It is nationwide and pervasive, and it would be counterproductive to ignore it. Voters, frustrated by persistent inflation, apprehensive about the future of the economy, and bewildered by the country's large trade deficits and the continuing depreciation of the dollar, tend toward fiscal conservatism. Political leaders abet and encourage them in their disenchantment with governmental institutions.

This antitax, antispend syndrome could not have caught the public schools at a worse time. On the one hand, they confront expenditure pressures spawned by court mandates and by the impact of inflation on their procurement and personnel costs. On the other, they encounter the resistance to increased funding epitomized by the rash of tax and expenditure limitations surfacing on all sides. Even in those states where voters are not mandating it, officials are using their powers to slow down increases in expenditures.

In this environment, the friends of the public schools, those willing to speak up for them in an inhospitable political climate, may instinctively strike out against all types of fiscal strictures. It may be the better part of wisdom, however, to recognize that these are difficult times for the schools, that the taxpaying public will have its fiscal shackles, and that the prospect of surviving to a happier time is better with some limitations than with others. The better informed the voters, the sounder their votes and the better the schools' prospects will be. This offers teachers both an opportunity and a challenge. □

special needs. What's more, we believe that the public is willing to pay for government services if the tax is fair and the services offered are understood.

Certainly the world's richest nation—made strong through public education—can provide adequate funding for its schools. It is imperative that government—local, state, and federal—join in a cooperative effort to provide quality and equality of educational opportunity for all Americans. Far too many of the nation's schoolchildren are denied an equal chance to learn because the property value of their school district is inferior to that of more fortunate children in another county or another state. To provide equality of educational opportunity is going to require more funding—not less. The long-neglected needs of the nation's public school children display better than anything else the folly of Proposition 13.

The tax revolt comes at a time when the courts are mandating statewide financial reform of school funding to ensure an equal educational opportunity for all children. More than 30 states have been challenged so far in suits demanding reviews of existing school finance schemes. The trend in the courts is to order elimination of the wide disparities in property tax revenues which have resulted in inequality of educational opportunities afforded by school districts within individual states. This will place a heavier financial burden on the states to fund public education.

Congress has placed additional burdens on the states with its enactment last year of landmark legislation calling on the public schools to educate all handicapped children (Education for All Handicapped Children Act, PL 94-142). This will cost additional billions of dollars in the next few years.

The combination of the courts mandating equal educational opportunities, the public demanding more educational services, and Congress adding new workloads to the schools without adequate financial support is a challenge that can only be met with the support of the public and its political leaders. It's ironic that property taxes, like the education of our children, are unequal. We have to ask ourselves: Are we willing to sacrifice the education of our children—the future of this country and our greatest resource—because of gross inequities in our tax system?

The answer is a loud "No!" □

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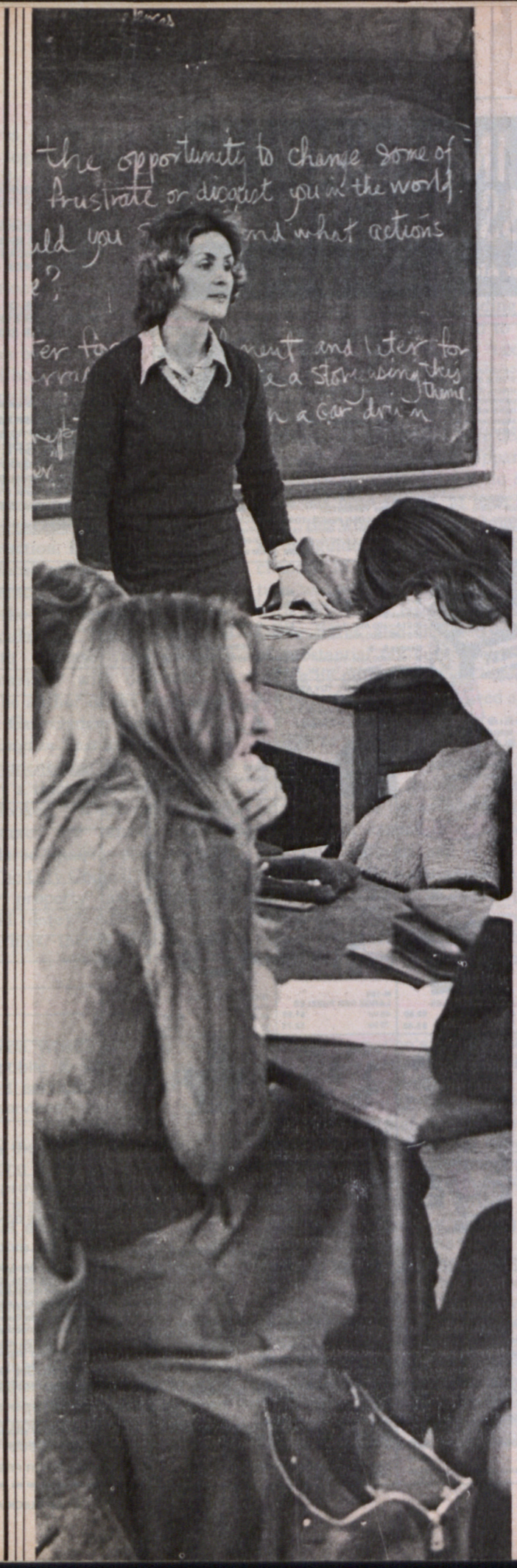

American Exchange Teachers in Britain—Good Show!

For about 48 years now, the United States and the United Kingdom have been exchanging teachers, most recently under the authority of the Fulbright-Hays Act of 1961. By almost all accounts, being an exchange teacher is an educationally and culturally rewarding experience of the first magnitude, perhaps not unlike the exchanging of Christmas gifts: not everyone likes what he or she gets but at least everyone gets something. For most of the teachers, that something is the personal and professional experience of a lifetime.

Ninety-eight Americans and the same number of British were involved in the 1977-78 United Kingdom/United States Teacher Exchange, the largest of several Fulbright-Hays teacher interchanges administered by the U.S. Office of Education. Roughly a third were elementary teachers, a third were secondary teachers, and a third were

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By THOMAS KASER
Staff Writer, The Honolulu Advertiser.
Mr. Kaser is the husband of Mary Helen Kaser, who was an American exchange teacher in the United Kingdom for the 1977-78 school year.

college teachers. Some of them exchanged homes and cars—even dogs and cats—as well as jobs. All of them paid their own way abroad and continued to receive their home paychecks throughout the exchange year, although the British teachers also received a partial travel grant and a stipend to help offset cost-of-living differences between the two countries.

The Office of Education and Britain's Central Bureau for Educational Visits and Exchanges go to great lengths to prepare the exchangees for what is to come. By far the most useful activity is a three-day orientation held at the beginning of each exchange year in Washington, DC, usually at American University. Despite the best of preparations, however, much of the total exchange experience defies anticipation; each year's trade always produces a range of experiences that are amusing, shocking, rewarding, puzzling, or otherwise memorable.

The most challenging experiences usually come at the beginning of the exchanges, when a combination of jet lag, culture shock, and homesickness tests even the most adaptable exchange teachers. First come the personal adjustments of settling in—getting used to the housing, the shopping, the telephone, another way of life.

For example, Richard Hanner and his wife, from Mercer Island, Washington, didn't know much about London's sprawling "tube" (subway) system when they arrived at their exchange assignment in a northeast section of the city. One day Hanner rushed aboard a waiting train, only to realize that his wife was still on the platform and neither of them knew where he was heading. (As it turned out, he was on the wrong train.) He managed to find his way back; from then on he stayed closer to his wife in the tube.

Differences between British and American English cause many failures of communication. Wherever American teachers are sent—England, Scotland, Wales, or Northern Ireland—they find so many differences in pronunciation, intonation, and spelling that they begin to wonder whether "British" and "American" aren't different languages.

Natalie Stien, an elementary teacher from Bellevue, Washington, wondered what she said wrong when she told her youngsters, "Wash up for lunch." The students looked at each other in confusion, for in England "wash up" means to wash the dishes, and the midday meal is known as "dinner." Another time, she told her class it was time for recess, and for the first time in her career the youngsters didn't move. "They just sat there with blank faces," she recalls. What she should have said, she discovered, was "playtime," not "recess."

During the year, the U.S. teachers learn that a "rubber" is an eraser (blackboard or pencil), a "jumper" is a sweater, "plimsolls" are sneakers, "afters" is dessert, and "elastoplasts" are Band-Aids. A school assembly held in the "hall" will be in the auditorium, not the corridor; pupils do not graduate from high school but become "school leavers."

Facilities in British schools often differ from those in the United States. Equipment and supplies are generally not as abundant, and things like classroom pencil sharpeners may not be available at all.

Susan McLean of Coon Rapids, Minnesota, who was teaching at a Warwickshire high school, says there were tears in her eyes when she saw the school art department where she would be working and its nearly barren supply closet. "What I didn't realize was the difference my students would make. They came in their navy blue uniforms—the boys looking like little executives—and they brought with them a spirit, energy, and respect for me that I never could have envisioned. They have made all the difference."

Ann Marshall of Baldwinsville, New York, was startled to see the physical education facilities she would have to work with at her antiquated elementary school in southwest London. What the tiny gym lacked in size, it made up for with a jungle of climbing equipment that she was expected to put away after every class.

"The deputy headmistress ran through the directions for using this maze of climbing equipment—"Unhook this rope, release that pulley, don't push this lever until those cables have been cleared," she recalls. "What saved me—and it struck me as very funny—were my pupils. Here were these six-year-old girls, all of them the picture of kindness and civility in their little PE outfits, showing me how it was done. In so many ways I think they have taught me more than I have taught them."

Finally, most British schools do not provide a place that a teacher can call his or her own. The staff lounge where she taught in Warwickshire, says Ms. McLean, was "a room where teachers sit with their students' exercise books, writing on their laps, drinking tea, and making conversation at the same time. I don't know how they do it. I need a place of my own—a classroom, a desk somewhere. Or am I just spoiled?" (In most British schools several teachers use a given classroom each day; it won't "belong" to any of them.)

All in all, most U.S. exchange teachers in Britain find that the experience is, as one teacher said, "A constant learning experience that is ultimately rewarding and always interesting." Most exchange teachers agree, too, that the two keys to survival and fulfillment are a sense of humor and, perhaps more important, resilience—the ability to adapt, to absorb, to bounce back. Only through these qualities can the embarrassments, problems, and conflicts that are inevitably part of an exchange be put to positive use.

Despite the variety of the experiences that American exchange teachers have in Britain, they make some common observations about British schools, teachers, and students.

- Many British schools aren't as

well endowed as U.S. schools with supplies, equipment, and facilities, yet British teachers and students "make do" quite well. People give freely of themselves. Individuality and students' and teachers' rights are emphasized less. Most British schools require their students to wear uniforms, for example, and competition—except with oneself—is generally not emphasized.

• Church and state are far from separate in British public schools: many are jointly funded. Especially in elementary schools, prayers, Bible readings, and hymns abound. In fact, "religious studies" is the only subject required by law to be taught in British schools.

• British headmasters and headmistresses have far more power in administering their schools than American principals do in administering theirs. British headmasters and headmistresses set the style and pace of education in their schools; American principals are more accountable to their school district and its administrators.

• Although British educators are highly unionized, they have a significantly heavier workload than American teachers do—and fewer professional rights. They are expected to perform many nonprofessional duties (lunchroom supervision is perhaps the most common) and rarely have a preparation period. They work a long day and year: most British schools run from 9 a.m. until 4 p.m., from early September till late July. The workload of exchange teacher Peter Melzer at a public high school in Edinburgh is not unusual: he taught nine different groups of pupils (aged 11 to 16), compared to his normal four classes at the Bronx High School of Science in New York City.

When a teacher in a British school is absent, other teachers are asked to cover that teacher's classes, especially if they have the luxury of a free period. Only for long-term absences does the school call in a "supply" (substitute) teacher.

• In general, American exchange teachers admire British teachers, although some of them say friendships were slow to develop. They find their British colleagues hard-working, well-trained, dedicated, and genuinely interested in their effectiveness. Also, there appears to be significantly more camaraderie among British teachers than among American teachers. One American high school teacher says being in her exchange school's "staff room" (teachers' lounge) was "like being in a pub—without the beer." Another American speculates that this greater collegiality is a result of the British being more group-oriented than Americans.

• Whereas university-bound high school students in the United States are driven mostly by pressure to get good grades, British high schools give virtually no grades. Rather, the driving force for pupils bound for higher education is a battery of examinations given when they are 16 and 17 years old. In Britain, as in Japan, the college entrance examinations are all-important to the student—considerably more so than our college boards.

• British schools stress writing much more than U.S. schools do. But the type of writing done in British schools, especially at the secondary level, is almost entirely imaginative (fictive) and not, as in American schools, expository (nonfictive).

• British students, most noticeably in the primary grades, are more verbal than American students. American exchange teachers are struck by the abundance of adverbs in the everyday language of the British child.

• British youngsters are getting a distorted view of the United States from the crime-and-violence TV shows that seem to be our country's chief export to the United Kingdom. "They watch *Starsky and Hutch, Kojak,* and similar fare," says physical education teacher Max Bigby of Astoria, Oregon, "and those programs provide their main images of America."

• Although some students in the United Kingdom "muck about" (fool around, get rowdy) as U.S. students do, British students in general are highly respectful and responsive in the classroom. Some American teachers find them too structured and regimented, too conditioned to doing only what they are told, not what they are moved to do themselves.

"I guess it's asking too much to have the best of both systems: the kindness and respect of British kids and the spontaneity of American kids," says David Darnton of Walled Lake, Michigan.

Another American teacher, Frances Lyman of Ann Arbor, Michigan, finds the change in students refreshing. "I sometimes think American kids are overindulged and overstimulated, especially by TV and the million-and-one other things available to them in our relatively affluent society," she says. "British kids don't have all of that. They're more singular in purpose, more kind and helpful, more bound by tradition. They seem to have a lovely innocence that disappears all too quickly in American youth."

Clearly, for American exchange teachers in Britain, the year abroad is very much a year of observation in addition to participation, and this gives the experience its great value. One final observation the teachers share is that the entire exchange experience—with its problems and adjustments, its revelations and pleasures—is priceless. □

Teaching Abroad Under the Fulbright-Hays Act

In 1977-78, Americans taught in Canada, Denmark, West Germany, New Zealand, Switzerland, and the United Kingdom under Fulbright-Hays Act programs administered by the U.S. Office of Education. Except for Denmark, there was an interchange (direct exchange) of positions by U.S. teachers and foreign teachers. Interchanges may be made in almost any subject field or at any level from kindergarten through college.

An applicant must have three years of successful, full-time teaching experience and must be currently teaching full-time in the subject field or level for which application is being made. Also, the applicant must be able to obtain a year's leave of absence with pay for Canada, Germany, and the United Kingdom (or without pay for New Zealand and Switzerland), and the school granting the leave must be willing to accept a foreign teacher in exchange.

Applications for 1979-80, which are due by November 1, 1978, may be obtained by writing Teacher Exchange Section, Division of International Education, U.S. Office of Education, Washington, DC 20202.

Comments from British Counterparts

To many American teachers, the Bronx probably does not appeal as the ideal place to live and work. The same apprehension afflicted me after I was offered an exchange teaching post there. The Borough's reputation had reached Scotland through articles about urban decay and through U.S. television programs. Although I had had some experience of Glasgow (Europe's answer to the Bronx in this sense), my exchange partner's assurances that his school was located in a relatively peaceful neighborhood did not entirely dissolve my apprehension.

The reality soon did. Not only is a good deal of the Bronx still quite habitable, but the school to which I had been assigned, the Bronx High School of Science, is highly regarded for its performance in New York City, the state, and the nation.

My teaching experience has been acquired principally in the Physics Department of a neighborhood high school in Edinburgh. It has a roll of 1,500—fairly typical of urban secondary schools in Scotland. All the children of secondary school age from the locality can attend the school. The administration places great emphasis on providing a wide range of courses, so that students with differing abilities and interests can find their forte. The sciences are rightly categorized as laboratory subjects, and as such, cannot be taught to classes of more than 20 students. As a focal point in the community, the school tries to provide many extracurricular and social activities, often for adults as well as students.

The Bronx High School of Science, in contrast, is a selective public school for gifted students, with a citywide catchment, a totally different philosophy, and different physical and numerical characteristics. It therefore presented some interesting challenges to both my educational politics and my teaching practices. Since political prejudices are unlikely to be affected much in one year, one tends to look for their substantiation. Here are some of the "operational" observations the exchange experience unearthed.

In the first place, I do not know of one school in Britain with a roll of 3,500. That apart, I had never taught many gifted students, or classes of 34. In the States, I was confronted with both.

Typically, my physics classes in Edinburgh are organized with a practical activity that focuses the attention of the students on an idea. Since the practical activity is presented as a means of solving a problem, students can be instrumental in the learning process, and the teacher can be mobile amongst small groups. In contrast, at Bronx Science, the teacher usually remains the focus of attention throughout a lesson. Questioning, demonstrating, and lecturing make student involvement the result of a different process, and practical or laboratory work is more an illustration than an integral part of the course.

Each style is fairly successful in its own way. Relative merit apart, however, I sometimes muse on how my Scottish students would endure hearing my American lessons from a fixed seat, and on how my American students would have reacted to being asked to do much more with their hands.

The American method is more hurried, and the New York State Regents syllabus for physics reflects this. At Bronx Science, it is completed in one year, but it contains enough material to keep the equivalent physics course in Scotland going for almost three times as long. I have noticed that social studies and English courses also tend to concentrate more subject matter per unit of time. In a society which hardly eschews the competitive ethic and the need to get ahead, this concentration perhaps is not surprising—particularly in a school devoted to that ethic.

Teaching at Bronx Science gave me another taste of what can be done in a public school, albeit an atypical one, when the impetus to serve a well-defined common purpose which faculty and students both understand is maintained. Working with students who were keen to learn and with colleagues who immersed themselves in the task of bringing that learning about was rewarding and instructive. Colleagues and students were tolerant of and helpful to the transient in their midst. I came home gratified, enlightened, and humbled by the experience.

—**Alex Welford,** *physics teacher, Liberton High School, Edinburgh, Scotland; 1977-78 exchange teacher, Bronx High School of Science, New York City.*

September 3, 1977. I stood in my third grade classroom agog. I couldn't believe that all that space was really mine. And carpeted! Such luxury. My American students were privileged to have about twice the square footage my British pupils worked in.

I did not find, however, that my room in Bellevue, Washington, was better equipped than my base back home. I have always been impressed by the wise spending of my head teacher here in England, who has invested heavily in manipulative equipment for math and in stimulating teaching materials (not texts) for language arts.

The class was small by British stan-

dards—25 students. The average class size in England is 30. (Five years ago I faced a class of 37. The year before I taught in the United States, thanks to a drop in enrollment, I taught 26.)

It would not be realistic to compare the academic standard of my American students in Bellevue with that of my pupils in the London borough where I usually work. Too many circumstances militate against the London kids. But oh! it was delightful to have a class of literate youngsters who were articulate—and well-adjusted, to boot. Not having to teach beginning reading skills for once was a welcome relief.

I thoroughly enjoyed teaching the new (to me) skills of self-awareness and problem solving. I found that my Bellevue students have more chance to participate in their education than my London students.

A comparison between the roles of an American principal and an English head teacher would be a worthwhile study for someone to undertake. In my opinion, British head teachers have far too much power, and the American principals have to spend too much time on public relations. If a British school is blessed with a super head, then all is well. Since, however, most heads are human, they have far too much responsibility, too much autonomy, and too much power. It is usual for a head teacher to make the vast majority of decisions without consulting the staff. In Bellevue, I had the opportunity to give input on a variety of issues, including the building budget and staffing quotas.

The opportunity to go to the States on exchange was enriching and very rewarding for me. It changed my outlook as a teacher, making me appreciative of some aspects of my job in England and critical of others. I'll not know how much my American colleagues and students learned from me, but I know I gained an incalculable amount from them.

—**Mary Francis,** *third grade teacher, Newtons Junior School, Rainham, Essex; 1977-78 exchange teacher, Eastgate Elementary School, Bellevue, Washington.*

Coon Rapids Senior High, where I taught last year, is an establishment containing 2,500 tenth, eleventh, and twelfth grade students. I came to it from an all-through comprehensive school (one with students of ages 12 to 18) in Warwickshire that contains some 1,100 souls. Before that, however, I had taught for four years in a Leicestershire school of about the same size and structure as Coon Rapids Senior High, so I was somewhat prepared for the problems facing me.

These problems seem almost a cliché now. The school is too big and too impersonal. With a 20-minute lunch break, no tea break, and no staff room, it took me several weeks to get used to the loneliness and the indigestion. It is possible to put in a full working day and not see another adult.

I felt at first that the school and the school district were treating me as a mere menial. I resented this until I perceived that all teachers are treated as menials. The relationships between staff and students, between staff and parents, between staff and local community are such that teachers live an almost apologetic existence. I cannot yet decide for certain who is to blame for this state of affairs, but it appears that the teachers themselves must accept no small responsibility for suffering all the slings and arrows of outrageous bureaucrats, parents, principals, and school boards.

It is evident that pressure groups and political expediency rather than sound educational policy determine decisions. In England, schools should be more responsive to the needs of society than they are at present, but American schools with which I have had contact are under the yoke of accountability to an unnecessary degree. The greater part of the burden falls as always on the ordinary classroom teacher.

The uncomplaining dedication of my American colleagues continues to astound me. They get their heads down and work from the 7:30 a.m. bell to the 3 p.m. bell. There does seem to be a response in the students, the great majority of whom come to school prepared to work. Teaching them is very easy.

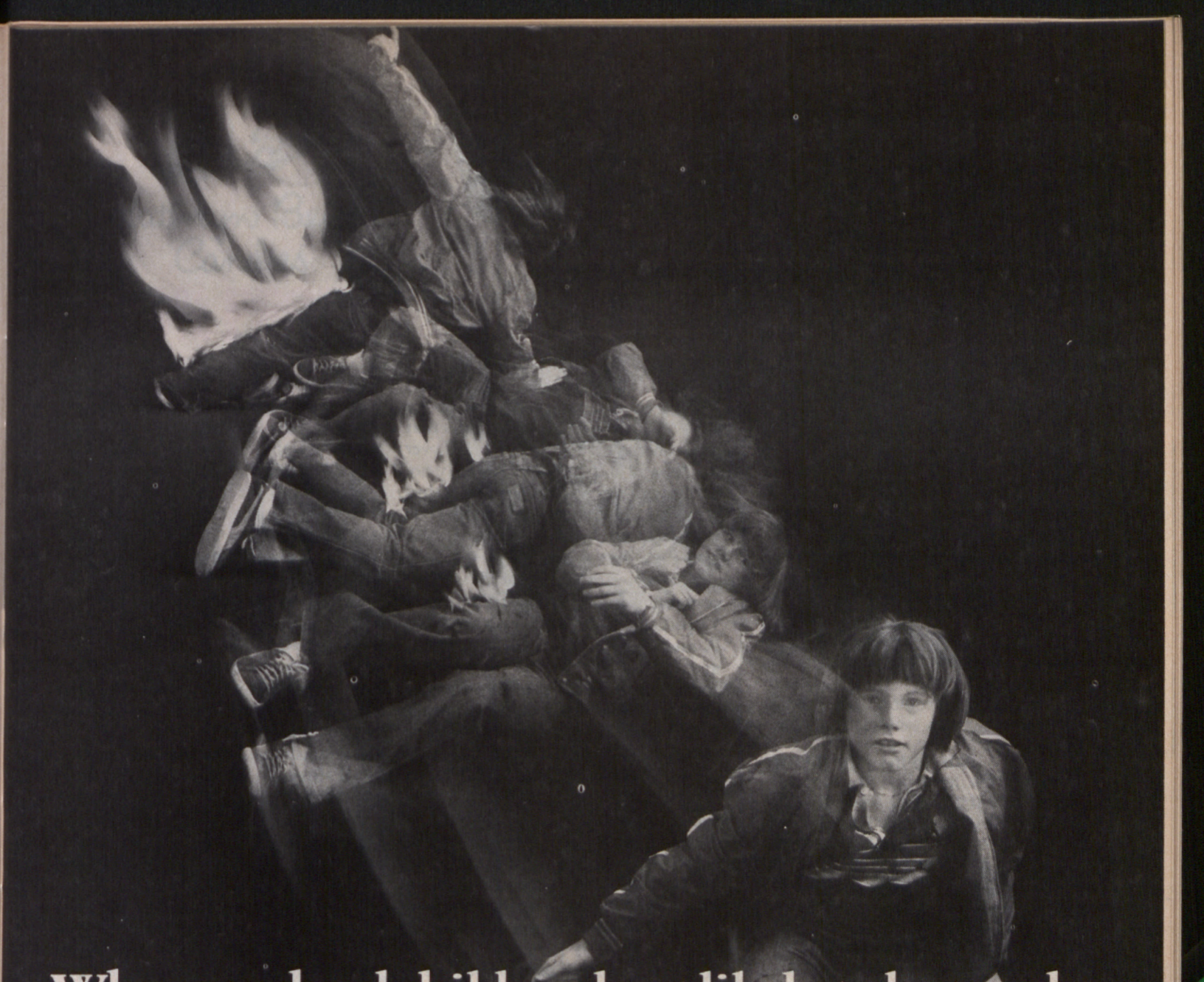
It is the "great American individual," however, that made the exchange the success for me that it was. Dozens of people saw it as their singular duty to prove to me that Americans are by definition generous, thoughtful, and warmhearted. I played rugby for the Minneapolis club, and through them, I got to Chicago, Detroit, and Houston, and to New Orleans for Mardi Gras. I enjoyed the dubious delights of the Minnesota winter—ice fishing, rugby on a frozen lake at a wind-chill temperature of −40°C (−40°F), cross-country skiing, and of course broomball. Each of these experiences was presented to me as the treat of a lifetime. The American capacity for having fun knows no bounds.

I cannot conclude without making some comment about the American communications media and their relationship to education. The newspapers circulated in the Twin Cities are little more than provincial rags. The radio stations play a safe selection from the all-time Top 100. But it is television upon which I would most like to "void my rheum." The program schedules are filled with soap operas, slapstick comedies, sit-coms, game shows, and old old films. These programs are interspersed with a plethora of adverts for feminine towels; toilet paper; and preparations to relieve underarm odor, bad breath, adolescent acne, and hemorrhoids. The program content shows no creative use of the "live" nature of television—everything is safe, sealed, and guaranteed not to offend anyone. When viewers are warned that parts of *Anna Karenina* may be offensive, then something is very sadly wrong.

Something is so sadly wrong that the education of the American child is affected. The relevant educational bodies must either take action in the schools to counter the cultural vacuum left by the media or tackle the newspaper, radio, and television companies directly and convince them that pandering to the lowest common denominator is not always the best policy.

The exchange program offers two opportunities. One is to observe an American school, and one is to observe the English school whence we come from a new standpoint. You see what I have to say about the former. What I have to say about the latter would be yet another story.

—**Geoffrey Stalker,** *art teacher, Atherstone School, Atherstone, Warwickshire; 1977-78 exchange teacher, Coon Rapids (Minnesota) Senior High School.*



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What's in a Name?

Recent studies have shown that teachers prejudge students on the basis of their first names. It seems that Lisa and Michael have it all over Bertha and Elmer. Well, this may not be the number-one problem in American education today, but let me tell you, the researchers haven't even scratched the surface.

This semester I have one class of 31, containing four Chrises. That's about 13 percent of the total. Two are Chris P. and two are Chris S. Chris Patton always has the answer out several seconds before I can say Chris Spyropoulous. The fact that the three female Chrises sit in a clump in the back of the room and the one male Chris sits up in front doesn't help.

This same class contains two Williams who want to be called Bill; two Jameses, both Jim. I call on Avery most often, without even wanting to. (A few years ago I had seven, count 'em, seven Pattys in the same class.) Jan Dankowski told me the first day that his name is pronounced "Yan." Yet every time I call on Jan Crosthwaite, who is three seats away, Dankowski answers. My solution is to call on Joy.

A corollary problem: Chris Spyropoulous sits next to one of the two Cindys, Cindy Sottile. Both Chris and Cindy S. are small, dark, and cute. Both are on drill team, and since we have a game about every other day, they are practically always dressed alike in their little purple costumes. I don't risk calling on either of them because it's gotten to the place where Chris and Cindy even sound alike to me. Those drill team outfits cut a lot of the girls out of the dialogue in my classes, I guess.

I admit, seeing double is something else I have to struggle with. Last semester I had Brian Ross in period 4. He was tall, freckled, blue-eyed, had an easy smile, and always leaned his chair back to the wall. Jim Fraser in period 5 had the same seat and style, and he perversely refused to answer to the name Brian. This semester they are in the same class, and they don't look anything alike. I try not to get involved with either of them. I call on someone else.

As for Raul and Fidel Schery, identical twins, I'm now having them in class together for the fourth time, and whether they dress differently or sit apart, they haven't let me learn to distinguish between them. I look in their direction, and each says his own name. I'm pushed to seeking answers in non-Schery directions.

Now, I know the story of the two idiots who learned to tell their horses apart because the black one was two inches longer than the white one. I'm not stupid. Sean Dankowski tells me that he is Jan's twin, and one resembles the other as a horse does a pony. But I can feel the old confusion creeping up so I avoid them both, although they are in different classes.

I would also like to direct the researchers to the problem of interchangeable given and surnames: Scott Seymour, Kelly Scott, Wilson Kelly, Scott Wade. In the cases of Karen Johnson, Eric Johnson, Karen Ericson, and so on, I personally would prefer to call on Elmer.

I wonder if there aren't prejudices that the researchers haven't dreamed of. I'd love to hear of the name-failings of other teachers. I'll gladly be the first to render up my laboratory findings. Don't ask me to bother with a test group and a control group. If you need more data, I have four new classes every semester. And I assure you, none of the names are ever changed to protect the innocent. □

By FRANCES SPIELBERG
Teacher of Mathematics, Hoover High School, Glendale, California.

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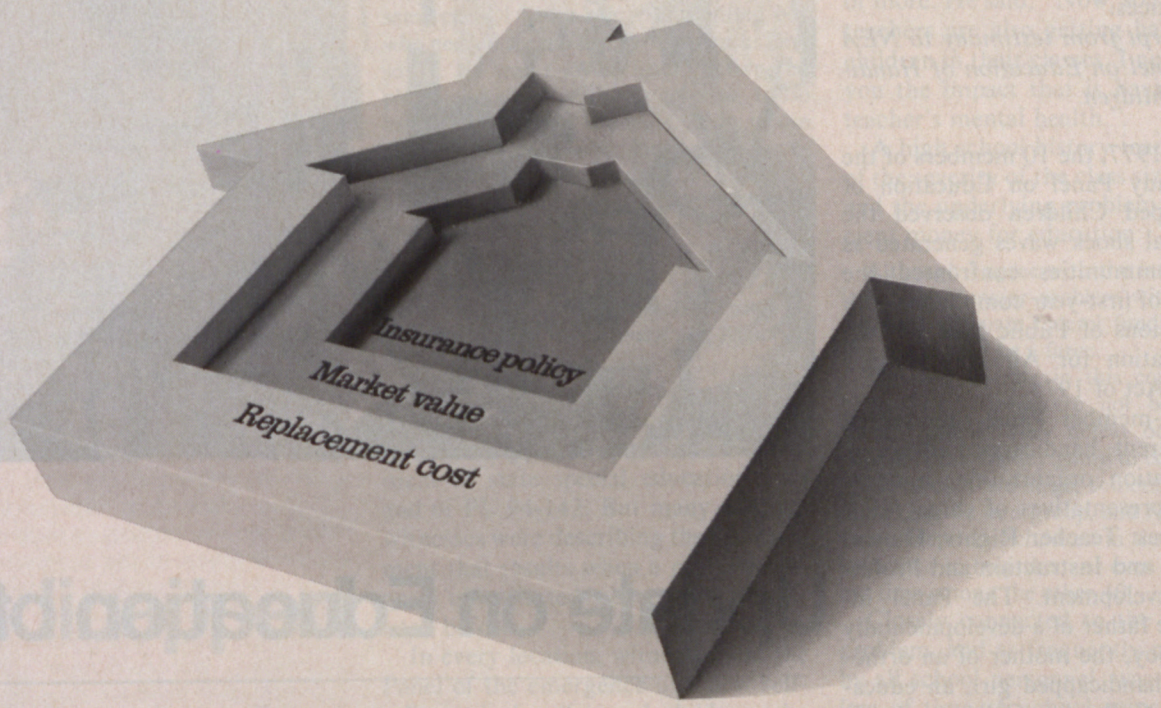

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Update on Education of the

"I see Public Law 94-142 as a shock treatment to correct an injustice that has been going on for too long. History has shown that after people recover from the initial shock of a new law, it's amazing how they can mobilize to meet its requirements and correct injustices."

—Excerpt from testimony to NEA Study Panel on Education of Handicapped Children.

In late 1977, the 10 members of the NEA Study Panel on Education of Handicapped Children observed the educational shock waves generated as school communities confronted the challenge of first-year compliance with the provisions of Public Law 94-142, the Education for All Handicapped Children Act of 1975.

The 10-member Panel represented various parent, handicapped advocacy, and education organizations and included representatives of three NEA Committees: Teacher Rights, Human Relations, and Instruction and Professional Development. The Panel included the father of a developmentally disabled boy, the mother of an orthopedically handicapped girl, an educator from Gallaudet College who is himself deaf, the executive director of the Council for Exceptional Children, and general and special education teachers and administrators.

These panelists brought with them to the study project personal and painful awareness of the historic exclusion of handicapped children from even the most meager opportunities for public education. Participation in the project illuminated for them, as few experiences could, the heroic effort that schools must make if the mentally and physically disabled are ever to have really equal educational opportunity.

The basic requirements of PL 94-142 have the potential to transform public education. They are—

- The opening of the doors of public education to all handicapped children.
- The integration of these children into "regular" classrooms to the maximum extent appropriate to their needs.
- The development of an individualized education program (IEP) for each handicapped child.

The NEA Teacher Rights Committee had early recognized the significance of the law for all teachers and for all students. Therefore, in March 1977, it formed the Study Panel to investigate the experiences of selected school systems in carrying out PL 94-142 and state special education laws similar to the federal legislation.

The Panel held open meetings and made school visits in three states: Georgia (in the Savannah-Chatham County district); California (in four districts in northern Santa Barbara County); and Iowa (in the Des Moines schools and in three rural districts served by the Heartland Education Agency, one of 15 intermediate education units charged with coordinating and delivering special education programs in the state).

In Savannah and in Santa Barbara County, the Panel gave special consideration to the education of handicapped minority children—the Blacks of inner-city Savannah and the Chicano children of Santa Barbara, including migrant students. These children's cultural and language differences from the dominant culture and language have resulted in their tragic misplacement in separate and unequal special education classes. In the rural Iowa districts, the panelists focused attention on the problems of rural isolation: the difficulties of providing transportation to and from school for handicapped children and of hiring and retaining qualified staff to meet their special needs.

The Panel talked with approximately 300 people. Those interviewed included general and special education teachers, administrators, state school officials, students, parents, representatives of handicapped advocacy groups, and college and university personnel.

One basic purpose of the study was to gather information that leaders of the united teaching profession could use in developing programs to help teachers protect their professional rights and the rights of students as PL 94-142 is implemented. The Teacher Rights Committee felt that the open-forum aspect of the study and wide distribution of the report could give teachers a kind of help they clearly need: a contribution to a broader pub-

Handicapped

lic understanding of the difficulties teachers and other school personnel encounter as they try to meet the "special" and "unspecial" needs of all children.

The NEA Panel found much that was encouraging, but nothing to justify complacency about the current or future status of educational opportunities for handicapped children. Those interviewed were almost unanimous in support of the intent of PL 94-142, but they frequently qualified that support by indicating that full implementation of the law could result in educational neglect of "normal" children.

They told of their concern for children who are not handicapped but whose needs are also special and in danger of being neglected as teachers devote more and more attention to children who have been identified as "exceptional." One high school English teacher expressed this concern:

> For one school year in one class, I had a boy who was deaf. His needs and demands were so overwhelming that he took 60 percent of my teaching time, energy, and creativity, leaving 34 other students scavenging for crumbs.
>
> What no one urging mainstreaming seems to be aware of is that all kids are special. In that same class, I had a sweet, troubled boy who was not only dyslexic but on hard drugs. He needed love more than anything else, and loving takes time. In the same class, I had a remarkably gifted boy who needed special lesson plans, books, and so on. He was a joy to teach, but special plans take time. In the same class, I also had disadvantaged students, kids whose parents were alcoholic, kids whose backgrounds invited them to drop out of school, kids who read on second grade level, kids who needed to find out about birth control, kids who needed one adult in their lives they could trust.
>
> It's not fair to focus so much attention on just one kind of special need and leave the majority the leftovers.

Many witnesses spoke of vast improvements in educational programs for handicapped children since enactment of state special education laws and of PL 94-142. But many of those witnesses were describing the improvement that results when a positive program is instituted where none has existed before.

In every location, witnesses told the Panel of the emergence of a new self-reliance in handicapped children who are removed from the shelter of a separate school environment and placed, for varying amounts of time, in regular classrooms. They told of the growing acceptance by "normal" children of the ways in which handicapped children are different. Perhaps most important of all, they told of the beginnings of recognition by handicapped and nonhandicapped children that their differences mean less to their relationships than the many human ways in which they are alike.

At the same time, the "least restrictive environment" provisions of the law—widely and often mistakenly referred to as "mainstreaming"—are at the heart of the controversy that surrounds compliance with PL 94-142. Teachers meeting with the Panel expressed the urgent need for more effective classroom-related in-service and preservice education to prepare all teachers—"special" and "regular"—to work in closer harmony and to be more responsive to the differing educational and emotional needs imposed by different disabilities.

Witnesses cited one problem as perhaps the most serious obstacle to the effective education of handicapped children, and of all children: the ubiquitous problem of class size. The president of a state education association told of kindergarten classes with 39 children, of third grade classes with 38 or more. He said, "Now, some of those teachers are also getting handicapped children in their classes. I need not tell you the impact that is having on the teacher's mental health."

A high school history teacher spoke of the severity of the class size problem and the underlying problem of insufficient money for education:

> Although I agree with the intent of this law, I see a major problem with funding. Without adequate federal funding behind this law, it will be a farce.
>
> The millage rate in this county is up high. The citizens are not behind this school system. They defeat bond issues. Where is this money going to come from?
>
> My classes are large; sometimes I have more than 40 in a group, and frequently I have exceptional children in there. I don't have time to help them or even to split up my time among the other 40.

Closely connected to the class size problem, and as frequently mentioned by all school personnel, was the problem of time. A school principal commented as follows:

> One of the great deterrents to mainstreaming effectively is simply the time-energy demands placed on the classroom teachers. They are required to make observations, attend conferences, help write IEP's, and coordinate with a special education teacher about the child's program in the regular classroom. Oftentimes, because of the class size, they are simply unable to devote that much time to one or two special students. If there were more support staff for the teachers, if there were some way of relieving them of some of the burdens, they could take the time—they would take the time—to program more effectively for the youngsters who need the special services.

Testimony to the Panel made it clear that most teachers want to be involved in placing handicapped children, in planning IEP's, in conferring with parents. As professional and caring people, they want educational programs to succeed for all students. As professional and realistic people, they also know that if the programs fail, they will be blamed for that failure, regardless of how little control they have had over the conditions that made failure inevitable. →

One of the conditions over which teachers feel they have little control is having enough time to be involved in any of these matters and still having time to teach. The result, the Panel learned, is that teachers frequently either use their own time or reduce the amount of time they spend with students in order to meet as many of the nonteaching demands as possible.

Another concern many teachers expressed to the NEA Panel is their accountability for successful implementation of the IEP for each child. The individual education program is not a contract, and the law specifically exempts any "agency, teacher, or other person" from automatic accountability if a child does not achieve the growth projected in the IEP's annual goals and objectives. Nothing in the law, however, limits a parent's right to ask for revisions of the child's program or to invoke due process procedures if the parent feels that the school system is not making good-faith efforts to serve the child appropriately.

Thus, teachers and other school personnel are justifiably concerned over the question of accountability. If school policies are unclear, inconsistent, and unfair and if the teacher organization does not have bargaining rights or does not provide a strong voice for teachers, then the teachers' protections are correspondingly limited and their potential liabilities correspondingly increased. Further, there was agreement that one of the greatest protections that teachers can have, aside from organizational strength, is the strength of rapport with parents.

Overall, the study revealed that the most severe problems confronting teachers as they work to implement PL 94-142 do not result primarily from provisions of the law itself. They are, rather, problems that have long plagued public school education and educators:

- Overcrowded classrooms.
- Rigid, overcrowded teaching schedules.
- Inadequate facilities.
- Student testing and evaluation procedures that are racially and culturally discriminatory and that tell more about a child's handicaps than about a child's abilities.
- Inadequate preservice and in-service education programs to help teachers work more effectively with all children.

On the basis of the study findings, the panelists made recommendations to state departments of education, local education agencies, higher education institutions, parents and parent advocate groups, and teacher organizations.

They urge local school systems to do the following:

- Eliminate use of group-administered, norm-referenced standardized tests.
- Adhere to the requirements of PL 94-142 in the testing and evaluation of all children.
- Require that school psychologists and other testgivers compare each child's test performance with the performance of the general school population and with the performance of other children of his or her general educational, cultural, ethnic, and racial background.
- Recruit bilingual teachers and bilingual aides, psychologists, and other specialists who understand the culture as well as the language of non-English-speaking students.

Several major recommendations concern the responsibility of state departments of education and higher education institutions to work with classroom teachers to develop preservice and in-service teacher education courses that have clear, practical value and relevance to school and classroom realities. The Panel says that these programs should shape attitudes and sensitivities that will enable teachers to overcome prejudices and fears and to relate more openly and effectively with handicapped persons. Practical skills such as sign language should be part of the programs.

The Panel recommends that teacher organizations—

- Develop proposals for flexible scheduling to allow more time for teachers to carry out noninstructional responsibilities that are essential to the educational program.
- Develop proposals for bargaining or consultation with local education agencies that will ensure that no child, and particularly no handicapped child, is placed in a crowded classroom and will ensure that appropriate support

(continued on page 73)

NEA Resolution 78-37: Education for All Handicapped Children

The National Education Association supports a free appropriate public education for all handicapped students in a least restrictive environment which is determined by maximum teacher involvement. However, the Association recognizes that to implement Public Law 94-142 effectively—

a. A favorable learning experience must be created both for handicapped and nonhandicapped students.

b. Regular and special education teachers, administrators, and parents must share in planning and implementation for the disabled.

c. All staff must be adequately prepared for their roles through in-service training and retraining.

d. All students must be adequately prepared for the program.

e. The appropriateness of educational methods, materials, and supportive services must be determined in cooperation with classroom teachers.

f. The classroom teacher(s) must have an appeal procedure regarding the implementation of the program, especially in terms of student placement.

g. Modifications must be made in class size, using a weighted formula, scheduling, and curriculum design to accommodate program demands.

h. There must be a systematic evaluation and reporting of program developments using a plan which recognizes individual differences.

i. Adequate funding must be provided and then used exclusively for this program.

j. The classroom teacher(s) must have a major role in determining individual educational programs and should become members of school assessment teams.

k. Adequate released time must be made available for teachers so that they can carry out the increased demands upon them.

l. Staff must not be reduced.

m. Additional benefits negotiated for handicapped students through local collective bargaining agreements must be honored.

n. Communication must be maintained among all involved parties.

o. All teachers must be made aware of their right of dissent concerning the appropriate program for a student, including the right to have the dissenting opinion recorded.

p. Individual educational programs should provide appropriate services for the handicapped students and not be used as criteria for the evaluation of the teacher.

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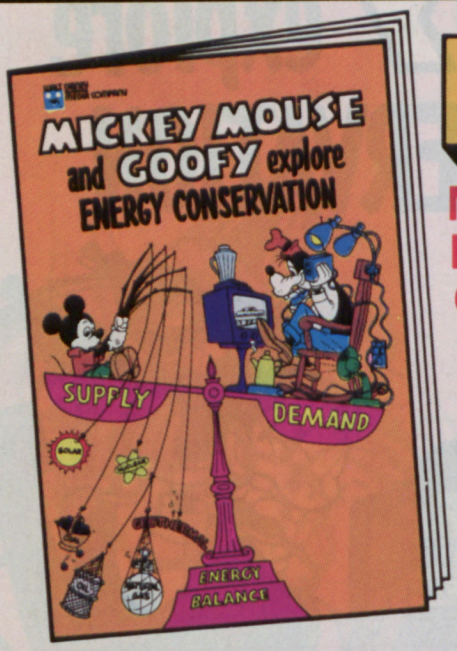

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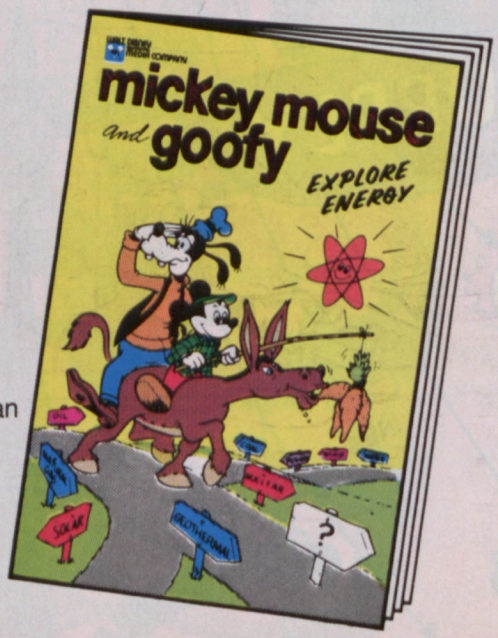

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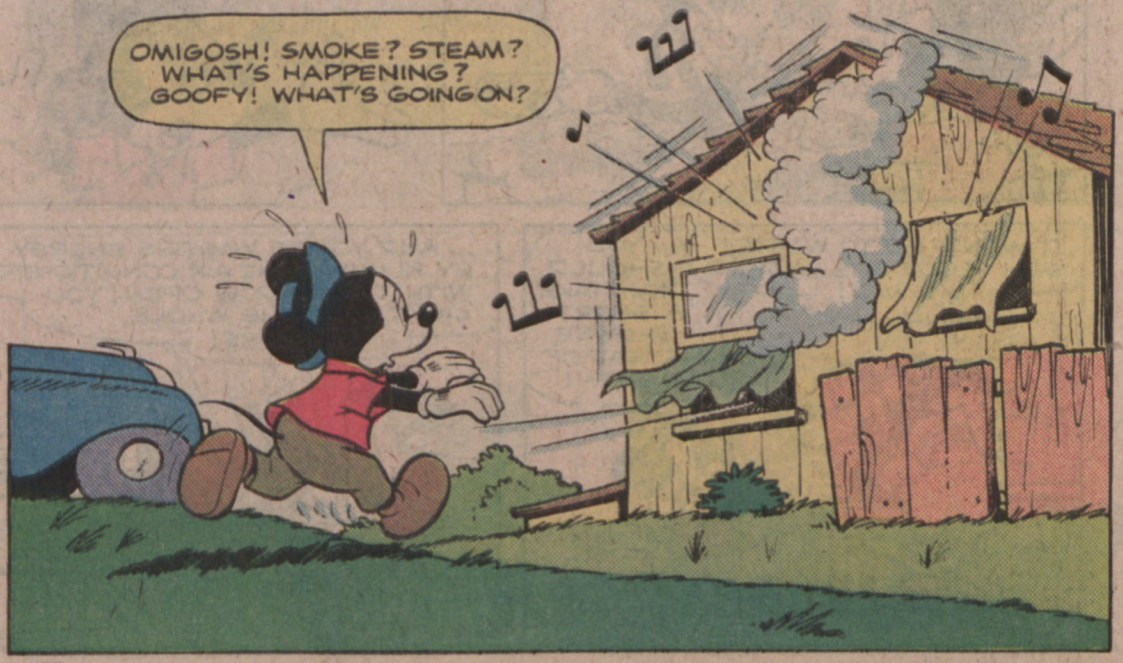
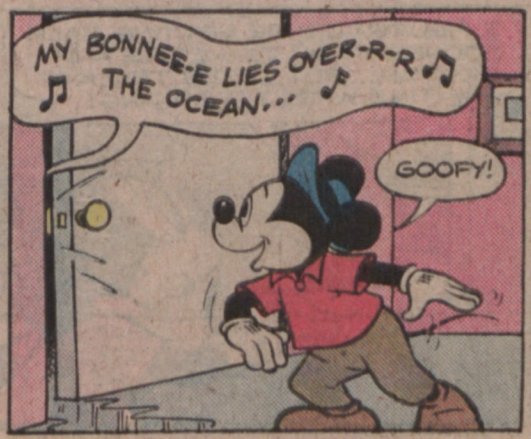
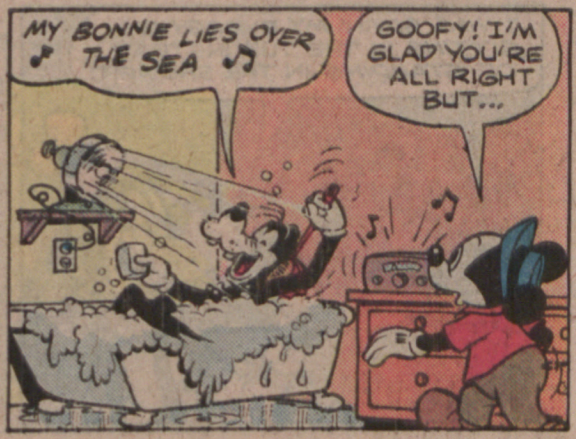
MICKEY and GOOFY Explore ENERGY CONSERVATION

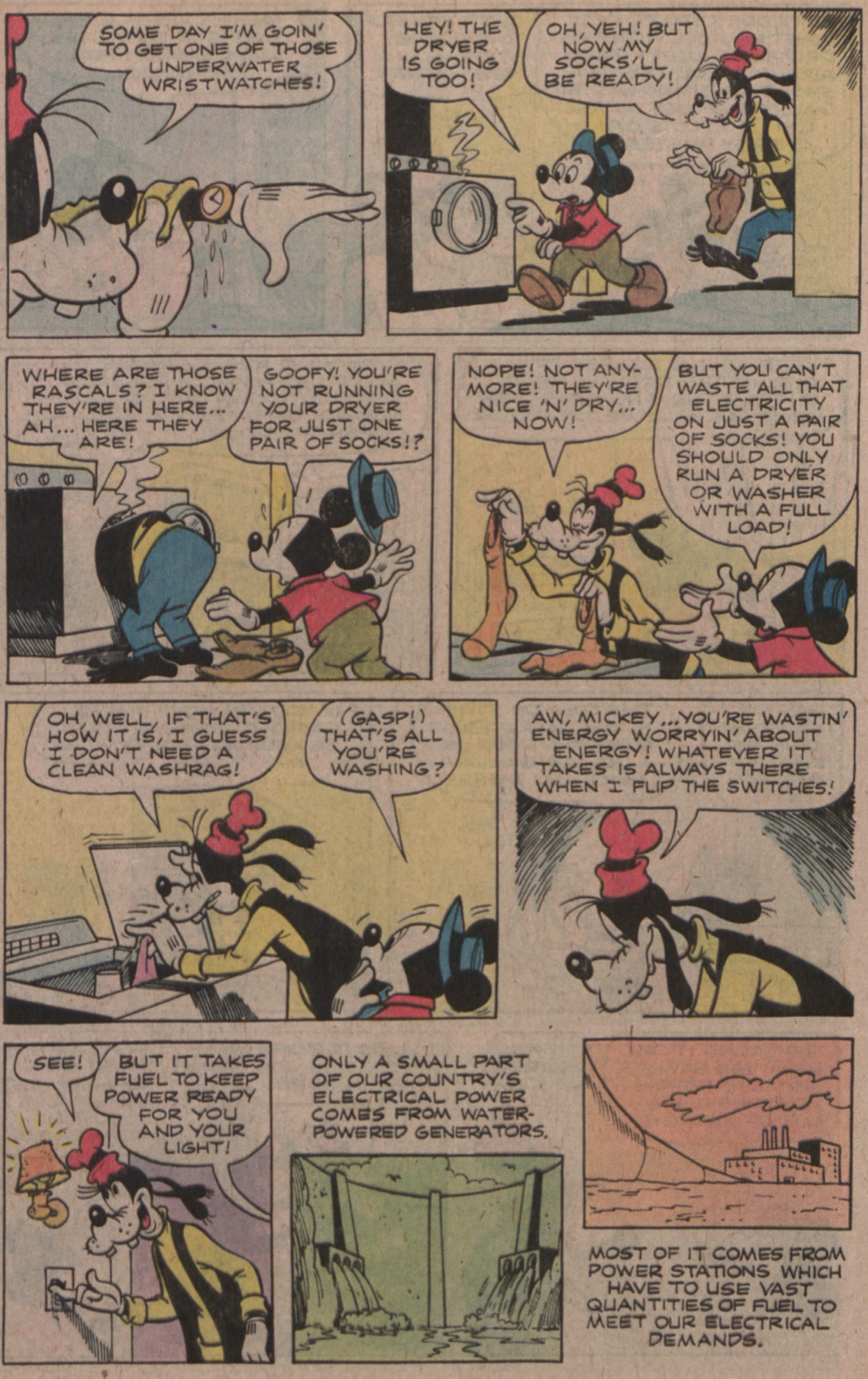


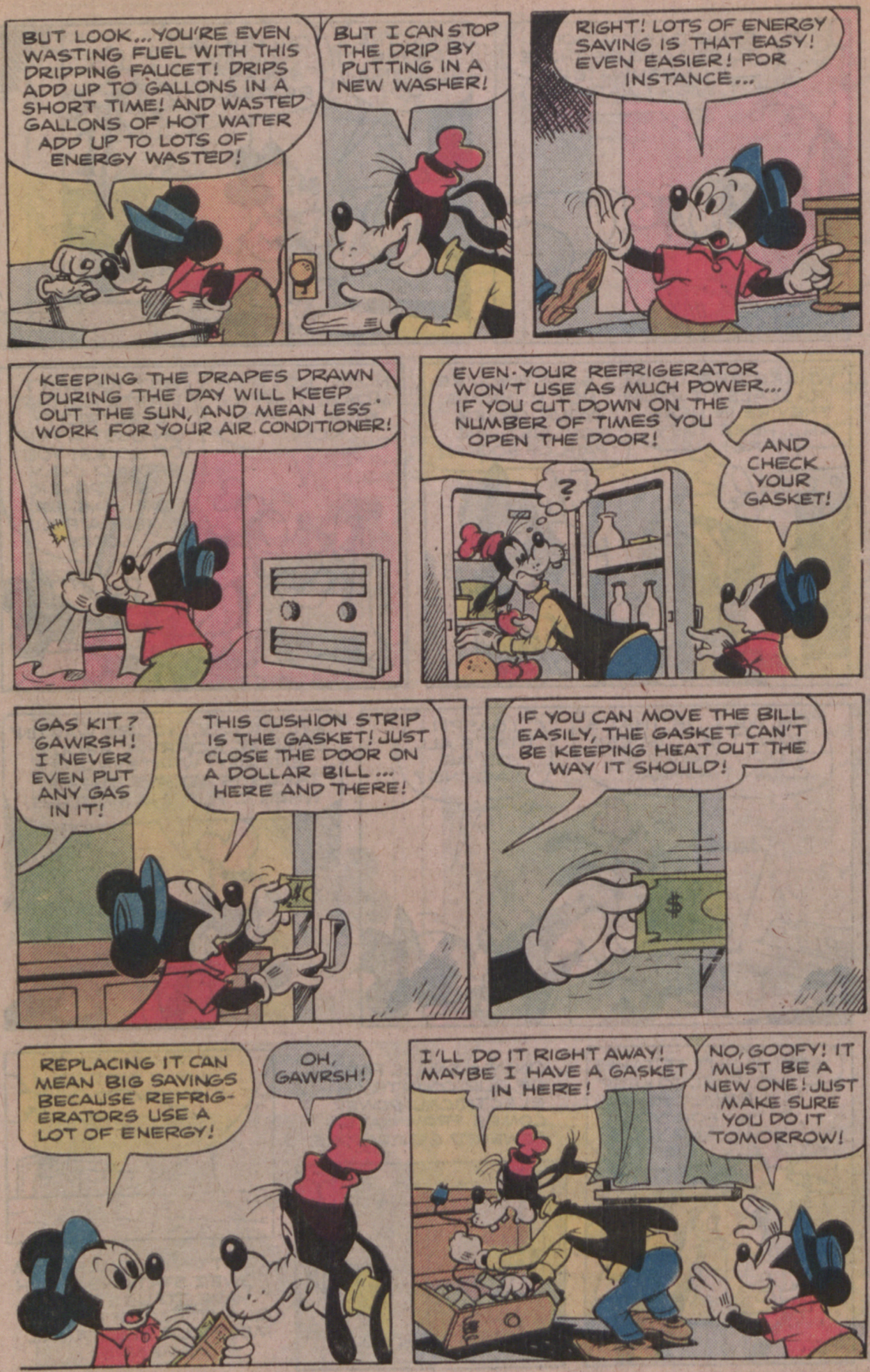


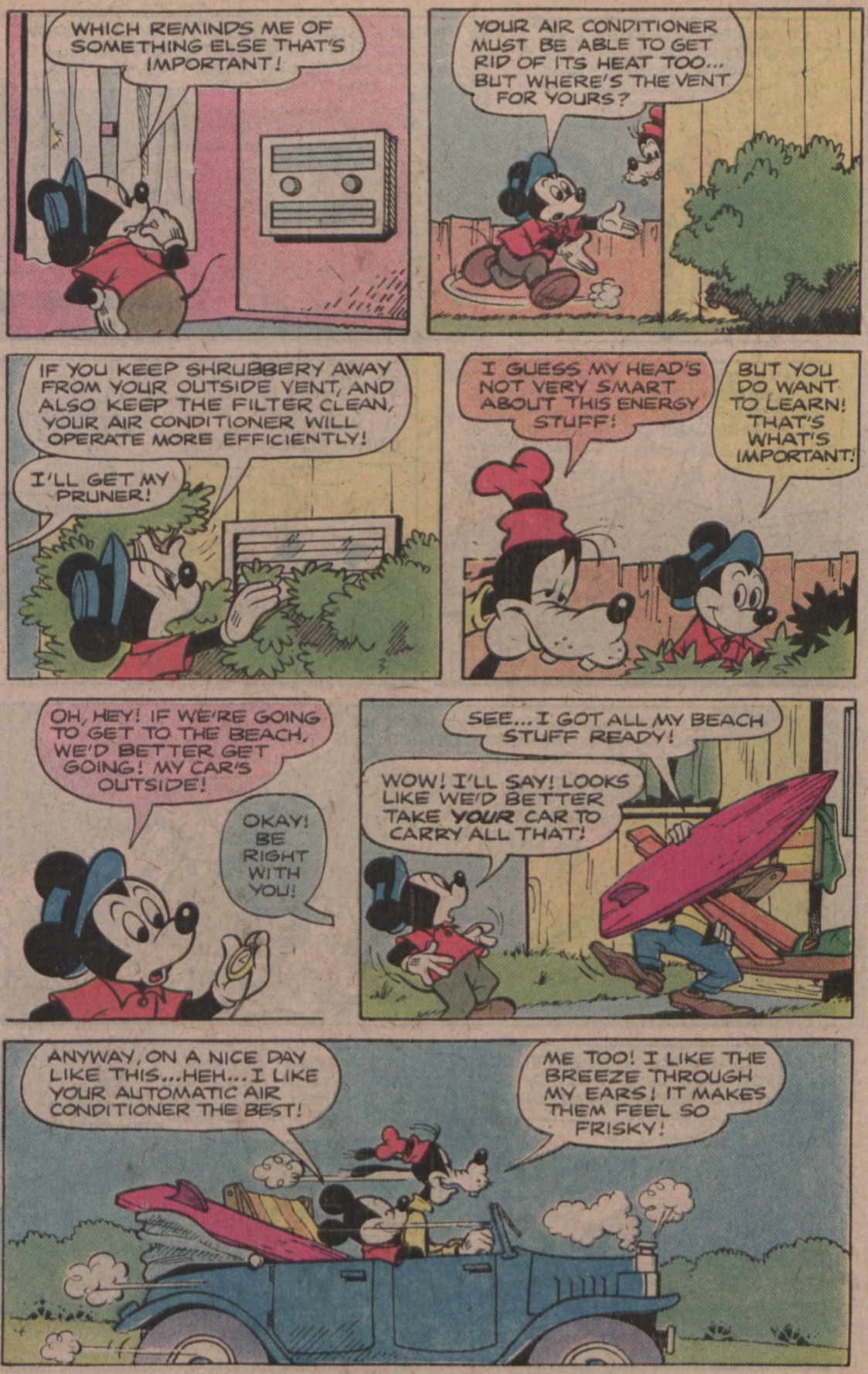


CIRCLE QUICK-ACTION CARD NO. 54

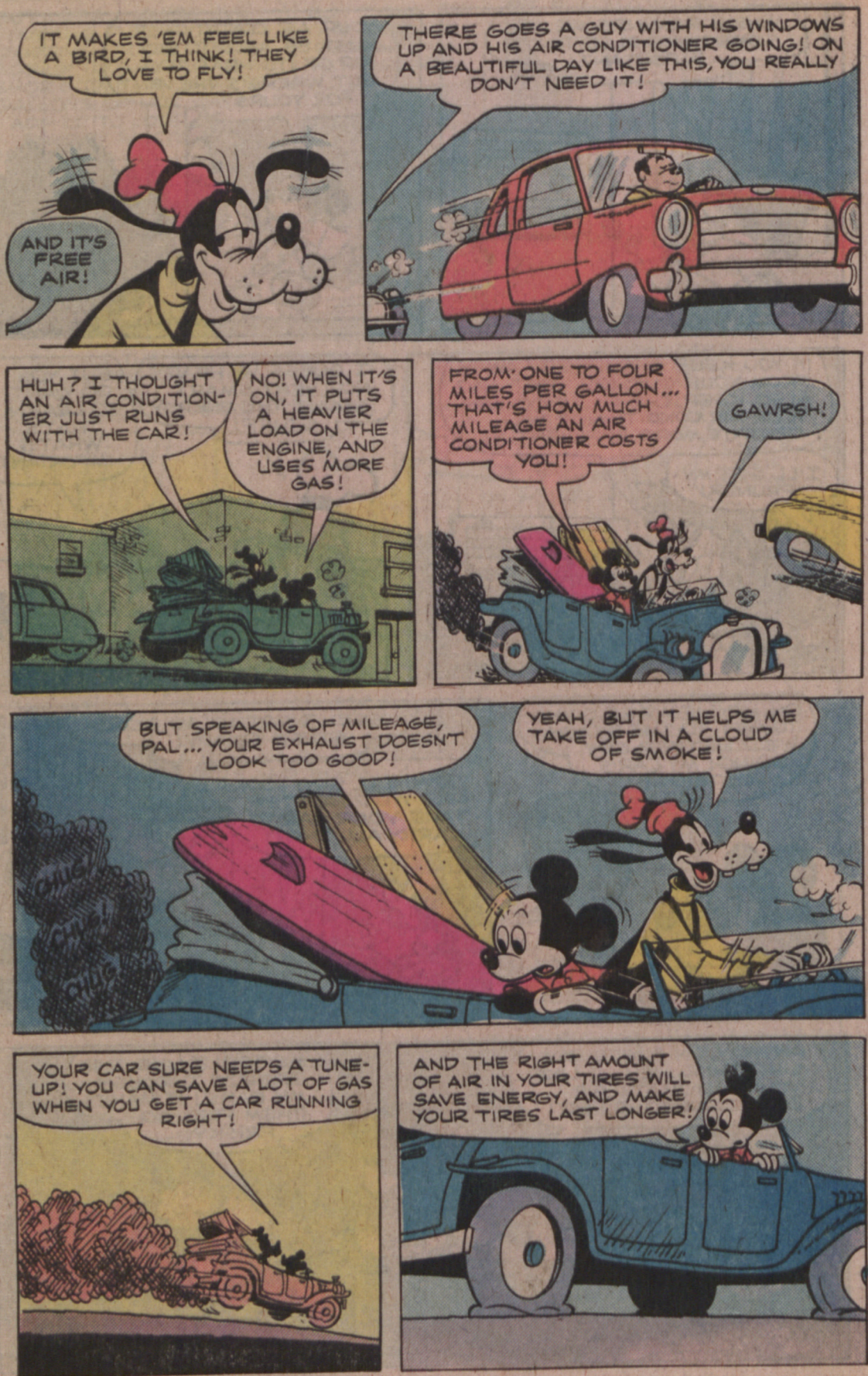
YOU'RE FLOODING THE PLACE! TURN OFF THAT WATER AND DRAIN THIS TUB!
BUT, MICKEY, I LIKE TO SING IN THE TUB, AND I HAVEN'T EVEN FINISHED MY SONG YET!
THEN YOU'LL HAVE TO SING SHORTER SONGS! YOU CAN'T WASTE SO MUCH HOT WATER WHEN EVERYBODY'S SUPPOSED TO BE CONSERVING WATER!
IT WON'T GO TO WASTE! MUH FLOOR GITS WASHED THIS WAY!
YOU SHOULD ONLY TAKE A SHORT SHOWER INSTEAD OF A BATH!
... AND YOU'RE WASTING ENERGY BY RUNNING THE AIR CONDITIONER WITH THE WINDOW OPEN! YOU CAN'T COOL THE WHOLE OUTDOORS!
CLICK!
AND SO MANY LIGHTS ON IN THE DAYTIME! MORE WASTED ENERGY!
IT TAKES POWER TO OPERATE THINGS, PAL! THAT'S THE ENERGY WE MUSTN'T WASTE! IT'S TOO PRECIOUS!
AW, YOU DON'T HAVE TO TELL ME!
I WAS SAVIN' MY ENERGY BY SITTING IN THE TUB INSTEAD OF STANDING IN THE SHOWER!
CLICK!
I FIGURED I'D BE GETTING BACK SOONER TO MY TEAKETTLE AND FRY PAN... BUT I LOSE TRACK OF TIME WHEN I'M SINGING!

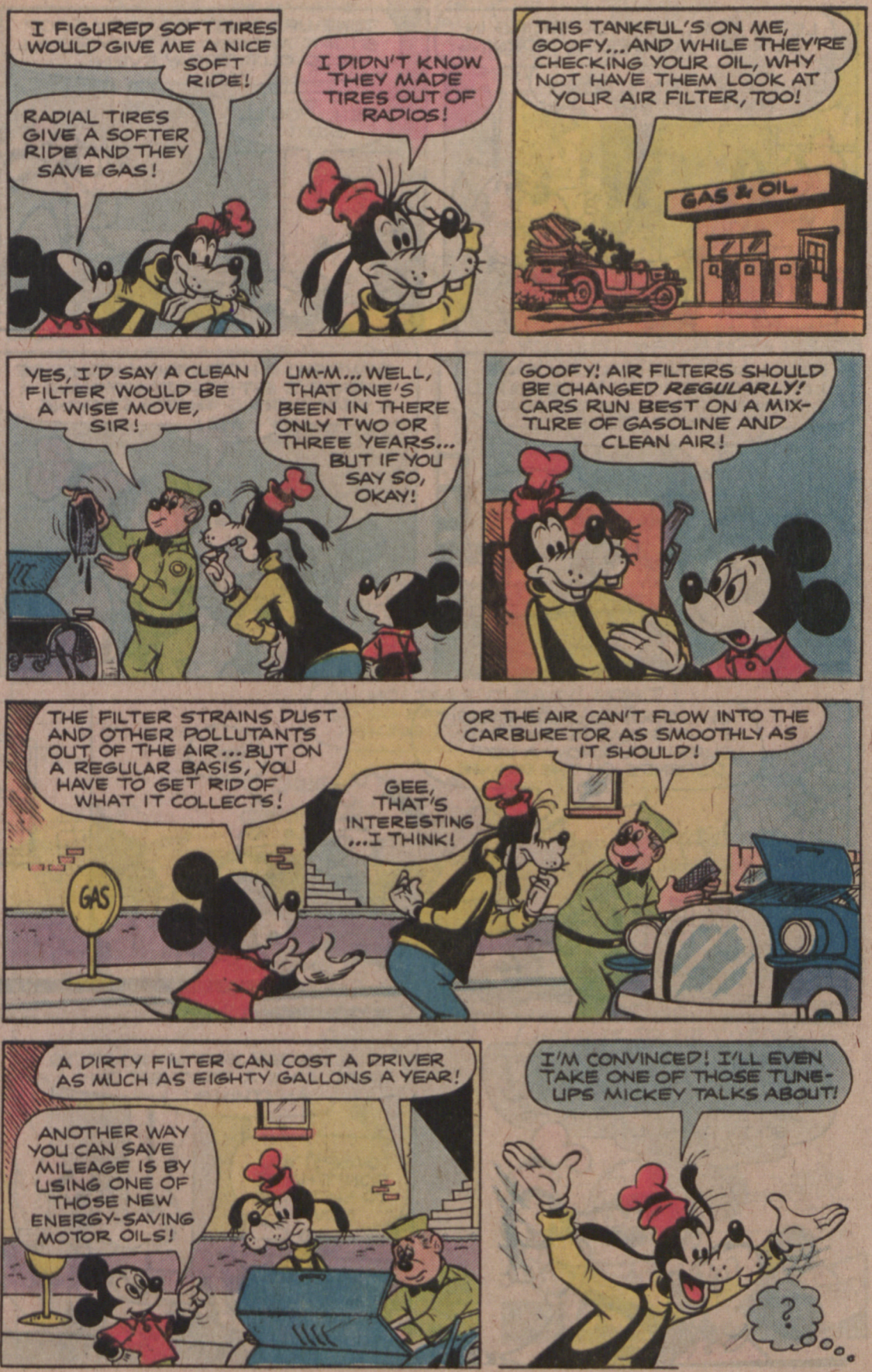

SOME DAY I'M GOIN' TO GET ONE OF THOSE UNDERWATER WRISTWATCHES!
HEY! THE DRYER IS GOING TOO!
OH, YEH! BUT NOW MY SOCKS'LL BE READY!
WHERE ARE THOSE RASCALS? I KNOW THEY'RE IN HERE... AH... HERE THEY ARE!
GOOFY! YOU'RE NOT RUNNING YOUR DRYER FOR JUST ONE PAIR OF SOCKS!?
NOPE! NOT ANY-MORE! THEY'RE NICE 'N' DRY... NOW!
BUT YOU CAN'T WASTE ALL THAT ELECTRICITY ON JUST A PAIR OF SOCKS! YOU SHOULD ONLY RUN A DRYER OR WASHER WITH A FULL LOAD!
OH, WELL, IF THAT'S HOW IT IS, I GUESS I DON'T NEED A CLEAN WASHRAG!
(GASP!) THAT'S ALL YOU'RE WASHING?
AW, MICKEY... YOU'RE WASTIN' ENERGY WORRYIN' ABOUT ENERGY! WHATEVER IT TAKES IS ALWAYS THERE WHEN I FLIP THE SWITCHES!
SEE!
BUT IT TAKES FUEL TO KEEP POWER READY FOR YOU AND YOUR LIGHT!
ONLY A SMALL PART OF OUR COUNTRY'S ELECTRICAL POWER COMES FROM WATER-POWERED GENERATORS.
MOST OF IT COMES FROM POWER STATIONS WHICH HAVE TO USE VAST QUANTITIES OF FUEL TO MEET OUR ELECTRICAL DEMANDS.


BUT LOOK...YOU'RE EVEN WASTING FUEL WITH THIS DRIPPING FAUCET! DRIPS ADD UP TO GALLONS IN A SHORT TIME! AND WASTED GALLONS OF HOT WATER ADD UP TO LOTS OF ENERGY WASTED!
BUT I CAN STOP THE DRIP BY PUTTING IN A NEW WASHER!
RIGHT! LOTS OF ENERGY SAVING IS THAT EASY! EVEN EASIER! FOR INSTANCE...
KEEPING THE DRAPES DRAWN DURING THE DAY WILL KEEP OUT THE SUN, AND MEAN LESS WORK FOR YOUR AIR CONDITIONER!
EVEN YOUR REFRIGERATOR WON'T USE AS MUCH POWER... IF YOU CUT DOWN ON THE NUMBER OF TIMES YOU OPEN THE DOOR!
AND CHECK YOUR GASKET!
?
GAS KIT? GAWRSH! I NEVER EVEN PUT ANY GAS IN IT!
THIS CUSHION STRIP IS THE GASKET! JUST CLOSE THE DOOR ON A DOLLAR BILL... HERE AND THERE!
IF YOU CAN MOVE THE BILL EASILY, THE GASKET CAN'T BE KEEPING HEAT OUT THE WAY IT SHOULD!
$
REPLACING IT CAN MEAN BIG SAVINGS BECAUSE REFRIGERATORS USE A LOT OF ENERGY!
OH, GAWRSH!
I'LL DO IT RIGHT AWAY! MAYBE I HAVE A GASKET IN HERE!
NO, GOOFY! IT MUST BE A NEW ONE! JUST MAKE SURE YOU DO IT TOMORROW!

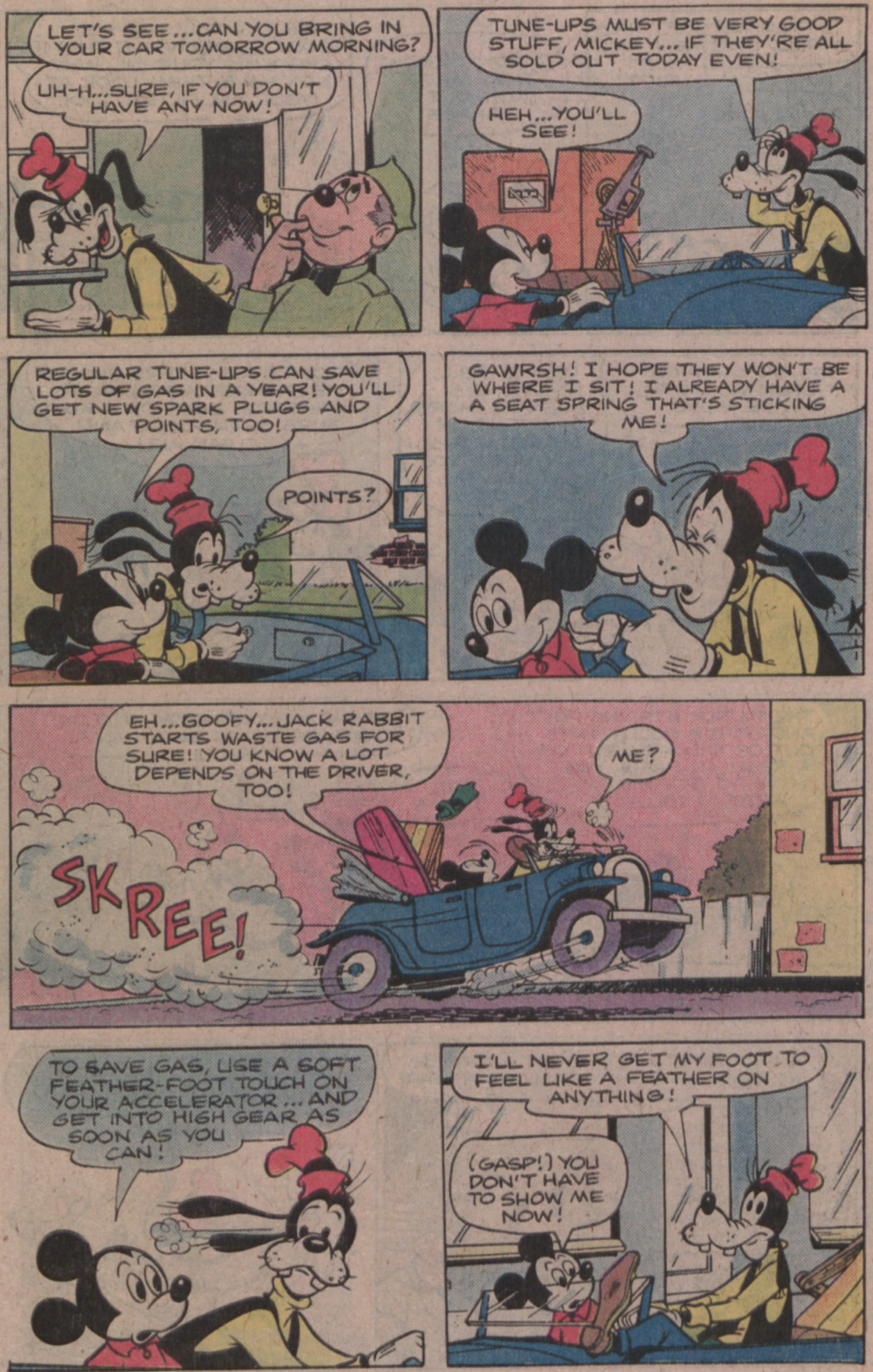

WHICH REMINDS ME OF SOMETHING ELSE THAT'S IMPORTANT!
YOUR AIR CONDITIONER MUST BE ABLE TO GET RID OF ITS HEAT TOO... BUT WHERE'S THE VENT FOR YOURS?
IF YOU KEEP SHRUBBERY AWAY FROM YOUR OUTSIDE VENT, AND ALSO KEEP THE FILTER CLEAN, YOUR AIR CONDITIONER WILL OPERATE MORE EFFICIENTLY!
I'LL GET MY PRUNER!
I GUESS MY HEAD'S NOT VERY SMART ABOUT THIS ENERGY STUFF!
BUT YOU DO WANT TO LEARN! THAT'S WHAT'S IMPORTANT!
OH, HEY! IF WE'RE GOING TO GET TO THE BEACH, WE'D BETTER GET GOING! MY CAR'S OUTSIDE!
OKAY! BE RIGHT WITH YOU!
SEE... I GOT ALL MY BEACH STUFF READY!
WOW! I'LL SAY! LOOKS LIKE WE'D BETTER TAKE YOUR CAR TO CARRY ALL THAT!
ANYWAY, ON A NICE DAY LIKE THIS...HEH... I LIKE YOUR AUTOMATIC AIR CONDITIONER THE BEST!
ME TOO! I LIKE THE BREEZE THROUGH MY EARS! IT MAKES THEM FEEL SO FRISKY!

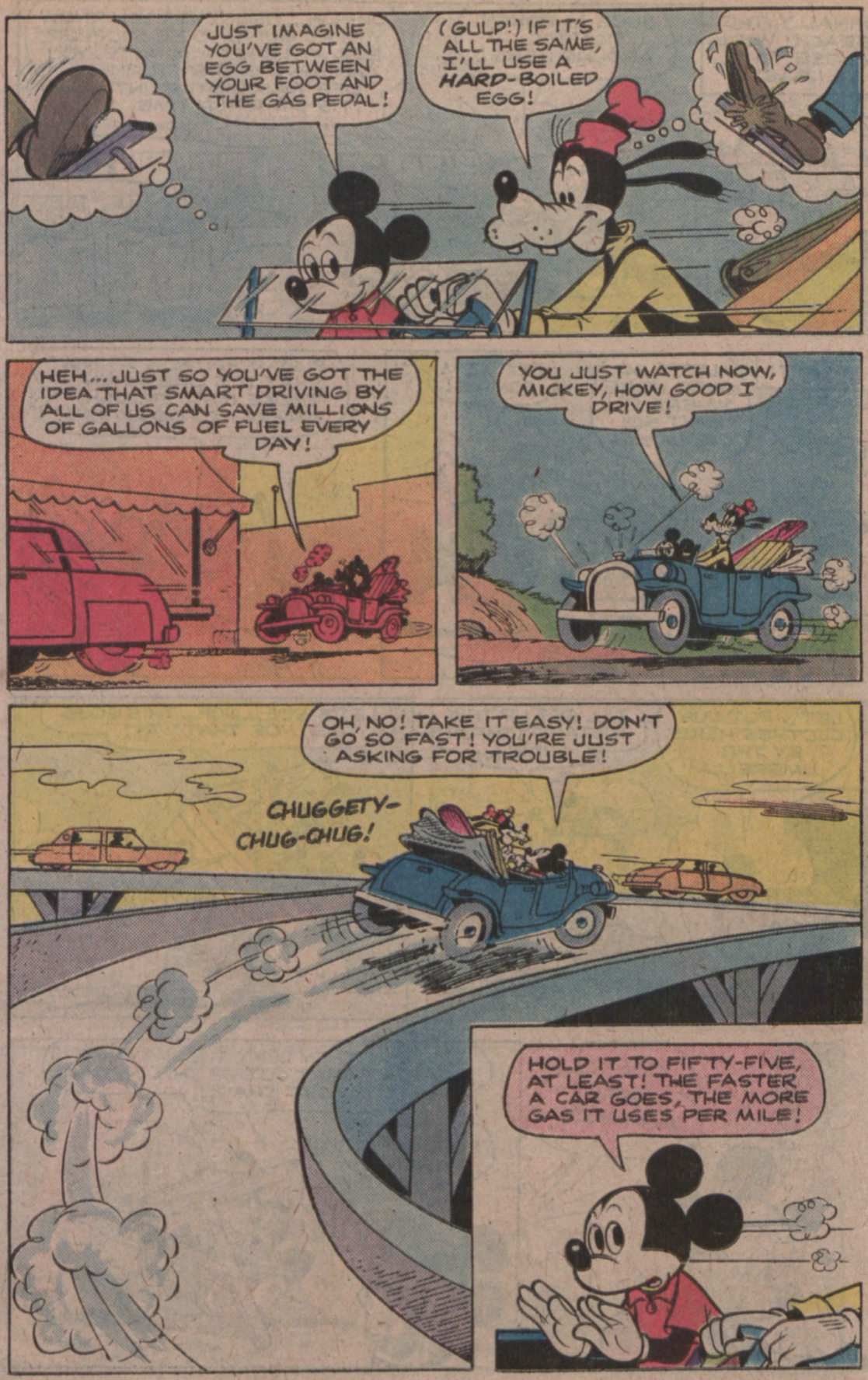
CIRCLE QUICK-ACTION CARD NO. 54

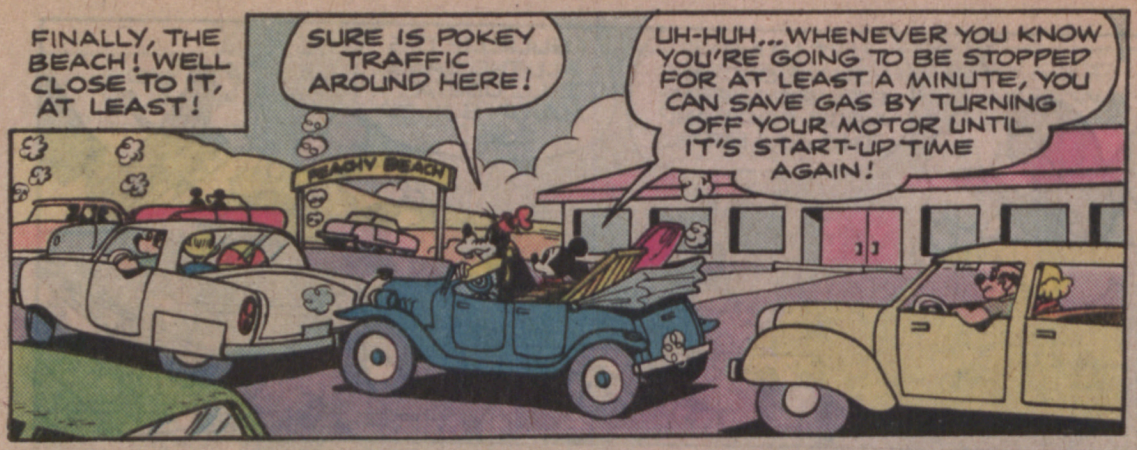

IT MAKES 'EM FEEL LIKE A BIRD, I THINK! THEY LOVE TO FLY!
AND IT'S FREE AIR!
THERE GOES A GUY WITH HIS WINDOWS UP AND HIS AIR CONDITIONER GOING! ON A BEAUTIFUL DAY LIKE THIS, YOU REALLY DON'T NEED IT!
HUH? I THOUGHT AN AIR CONDITIONER JUST RUNS WITH THE CAR!
NO! WHEN IT'S ON, IT PUTS A HEAVIER LOAD ON THE ENGINE, AND USES MORE GAS!
FROM ONE TO FOUR MILES PER GALLON... THAT'S HOW MUCH MILEAGE AN AIR CONDITIONER COSTS YOU!
GAWRSH!
BUT SPEAKING OF MILEAGE, PAL... YOUR EXHAUST DOESN'T LOOK TOO GOOD!
YEAH, BUT IT HELPS ME TAKE OFF IN A CLOUD OF SMOKE!
CHUG
CHUG
CHUG
YOUR CAR SURE NEEDS A TUNE-UP! YOU CAN SAVE A LOT OF GAS WHEN YOU GET A CAR RUNNING RIGHT!
AND THE RIGHT AMOUNT OF AIR IN YOUR TIRES WILL SAVE ENERGY, AND MAKE YOUR TIRES LAST LONGER!

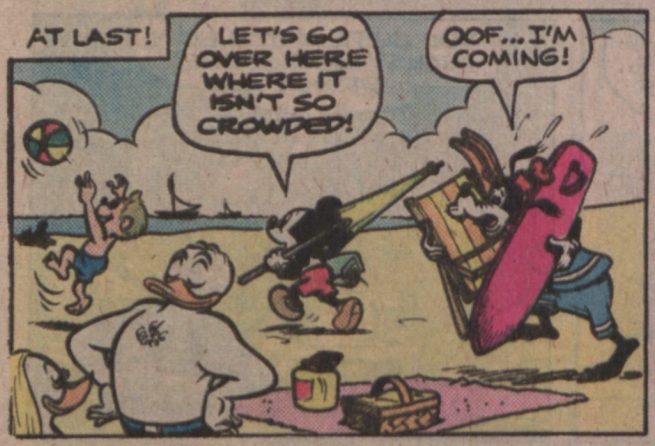

I FIGURED SOFT TIRES WOULD GIVE ME A NICE SOFT RIDE!
RADIAL TIRES GIVE A SOFTER RIDE AND THEY SAVE GAS!
I DIDN'T KNOW THEY MADE TIRES OUT OF RADIOS!
THIS TANKFUL'S ON ME, GOOFY... AND WHILE THEY'RE CHECKING YOUR OIL, WHY NOT HAVE THEM LOOK AT YOUR AIR FILTER, TOO!
GAS & OIL
YES, I'D SAY A CLEAN FILTER WOULD BE A WISE MOVE, SIR!
UM-M... WELL, THAT ONE'S BEEN IN THERE ONLY TWO OR THREE YEARS... BUT IF YOU SAY SO, OKAY!
GOOFY! AIR FILTERS SHOULD BE CHANGED REGULARLY! CARS RUN BEST ON A MIXTURE OF GASOLINE AND CLEAN AIR!
THE FILTER STRAINS DUST AND OTHER POLLUTANTS OUT OF THE AIR... BUT ON A REGULAR BASIS, YOU HAVE TO GET RID OF WHAT IT COLLECTS!
GEE, THAT'S INTERESTING ...I THINK!
OR THE AIR CAN'T FLOW INTO THE CARBURETOR AS SMOOTHLY AS IT SHOULD!
GAS
A DIRTY FILTER CAN COST A DRIVER AS MUCH AS EIGHTY GALLONS A YEAR!
ANOTHER WAY YOU CAN SAVE MILEAGE IS BY USING ONE OF THOSE NEW ENERGY-SAVING MOTOR OILS!
I'M CONVINCED! I'LL EVEN TAKE ONE OF THOSE TUNE-UPS MICKEY TALKS ABOUT!
?
000

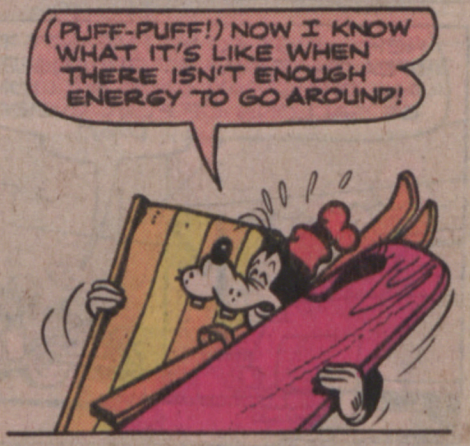
CIRCLE QUICK-ACTION CARD NO. 64

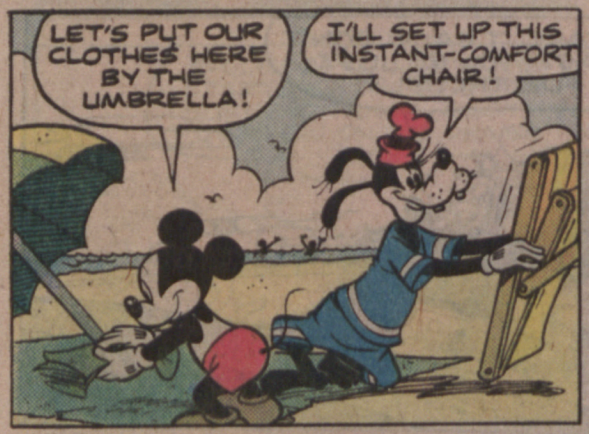

LET'S SEE...CAN YOU BRING IN YOUR CAR TOMORROW MORNING?
UH-H...SURE, IF YOU DON'T HAVE ANY NOW!
TUNE-UPS MUST BE VERY GOOD STUFF, MICKEY... IF THEY'RE ALL SOLD OUT TODAY EVEN!
HEH...YOU'LL SEE!
REGULAR TUNE-UPS CAN SAVE LOTS OF GAS IN A YEAR! YOU'LL GET NEW SPARK PLUGS AND POINTS, TOO!
POINTS?
GAWRSH! I HOPE THEY WON'T BE WHERE I SIT! I ALREADY HAVE A A SEAT SPRING THAT'S STICKING ME!
EH...GOOFY...JACK RABBIT STARTS WASTE GAS FOR SURE! YOU KNOW A LOT DEPENDS ON THE DRIVER, TOO!
ME?
SKREE!
TO SAVE GAS, USE A SOFT FEATHER-FOOT TOUCH ON YOUR ACCELERATOR ... AND GET INTO HIGH GEAR AS SOON AS YOU CAN!
I'LL NEVER GET MY FOOT TO FEEL LIKE A FEATHER ON ANYTHING!
(GASP!) YOU DON'T HAVE TO SHOW ME NOW!

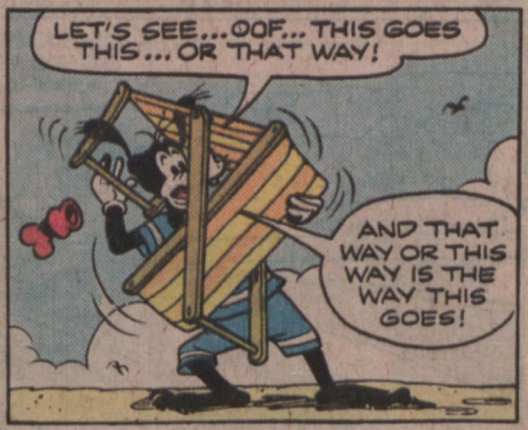

JUST IMAGINE YOU'VE GOT AN EGG BETWEEN YOUR FOOT AND THE GAS PEDAL!
(GULP!) IF IT'S ALL THE SAME, I'LL USE A HARD-BOILED EGG!
HEH... JUST SO YOU'VE GOT THE IDEA THAT SMART DRIVING BY ALL OF US CAN SAVE MILLIONS OF GALLONS OF FUEL EVERY DAY!
YOU JUST WATCH NOW, MICKEY, HOW GOOD I DRIVE!
OH, NO! TAKE IT EASY! DON'T GO SO FAST! YOU'RE JUST ASKING FOR TROUBLE!
CHUGGETY-CHUG-CHUG!
HOLD IT TO FIFTY-FIVE, AT LEAST! THE FASTER A CAR GOES, THE MORE GAS IT USES PER MILE!

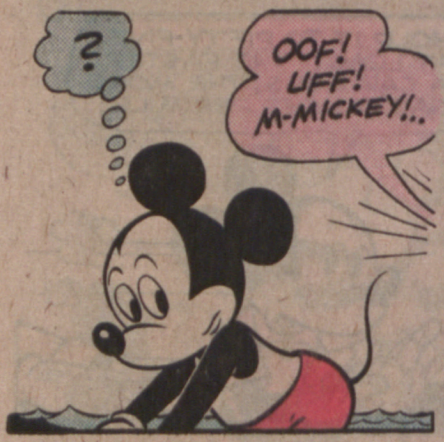

FINALLY, THE BEACH! WELL CLOSE TO IT, AT LEAST!
SURE IS POKEY TRAFFIC AROUND HERE!
UH-HUH... WHENEVER YOU KNOW YOU'RE GOING TO BE STOPPED FOR AT LEAST A MINUTE, YOU CAN SAVE GAS BY TURNING OFF YOUR MOTOR UNTIL IT'S START-UP TIME AGAIN!
PEACHY BEACH

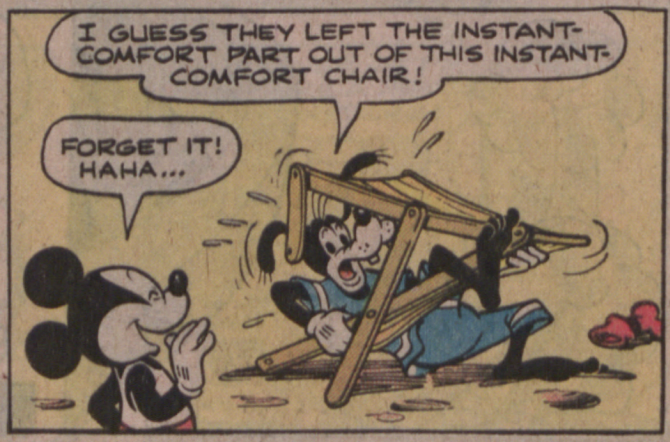

AT LAST!
LET'S GO OVER HERE WHERE IT ISN'T SO CROWDED!
OOF... I'M COMING!

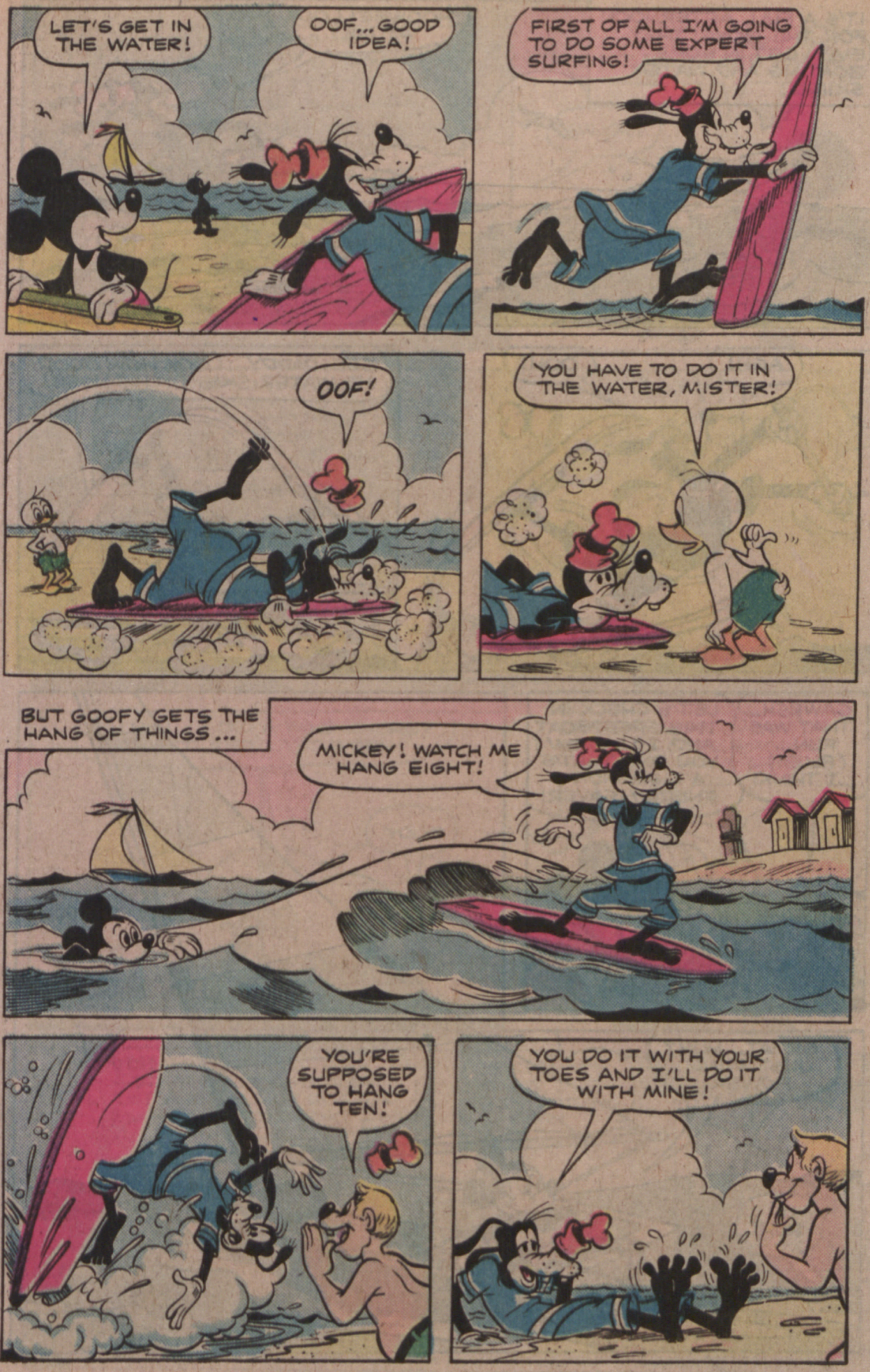

(PUFF-PUFF!) NOW I KNOW WHAT IT'S LIKE WHEN THERE ISN'T ENOUGH ENERGY TO GO AROUND!

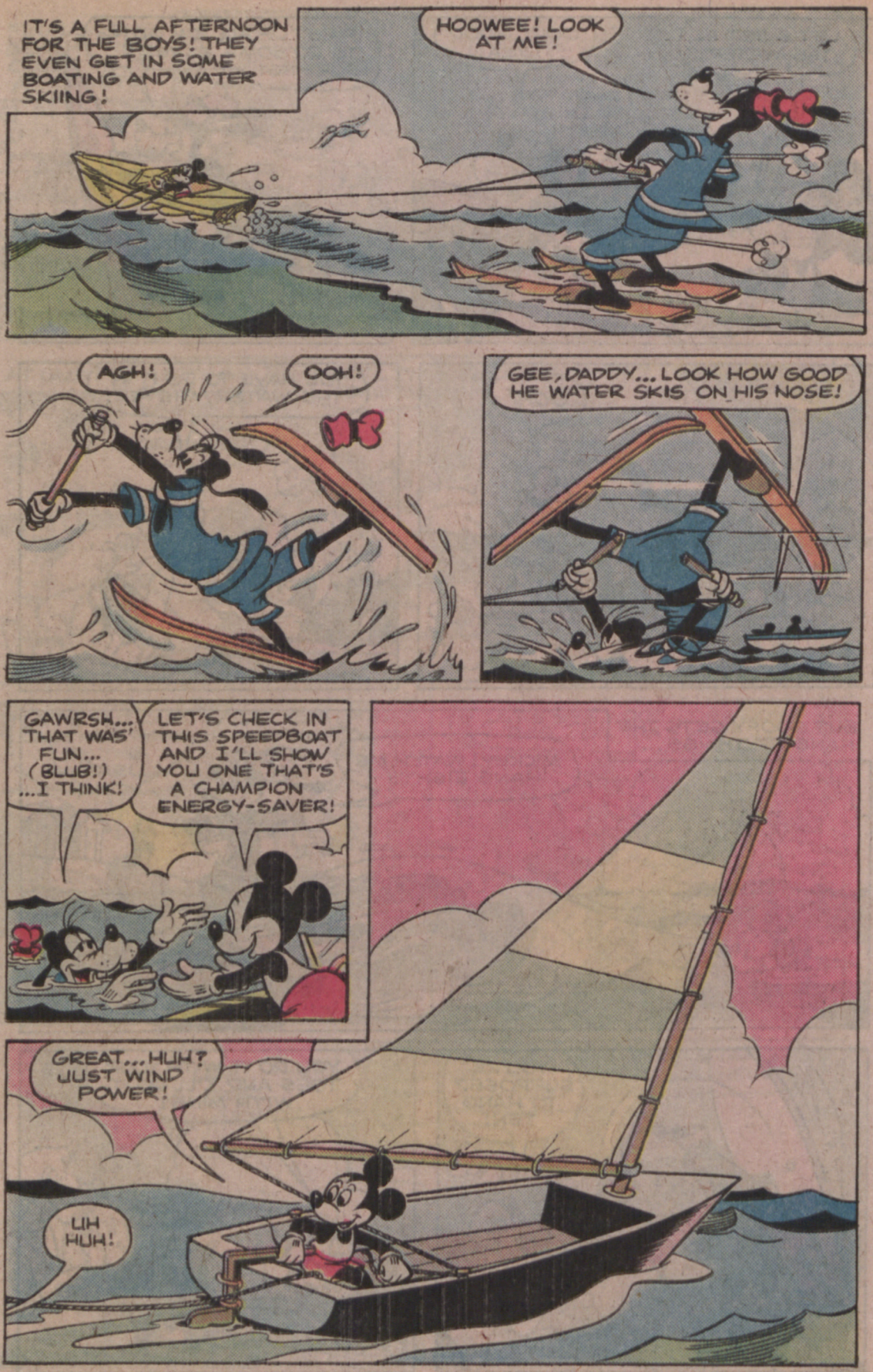

LET'S PUT OUR CLOTHES HERE BY THE UMBRELLA!
I'LL SET UP THIS INSTANT-COMFORT CHAIR!


LET'S SEE... OOF... THIS GOES THIS... OR THAT WAY!
AND THAT WAY OR THIS WAY IS THE WAY THIS GOES!


?
OOF! UFF! M-MICKEY!..

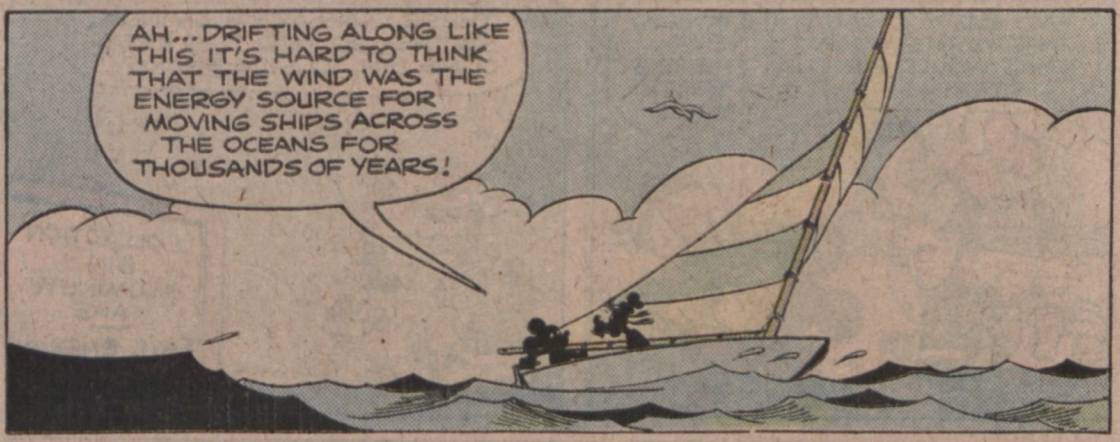

I GUESS THEY LEFT THE INSTANT-COMFORT PART OUT OF THIS INSTANT-COMFORT CHAIR!
FORGET IT! HAHA...

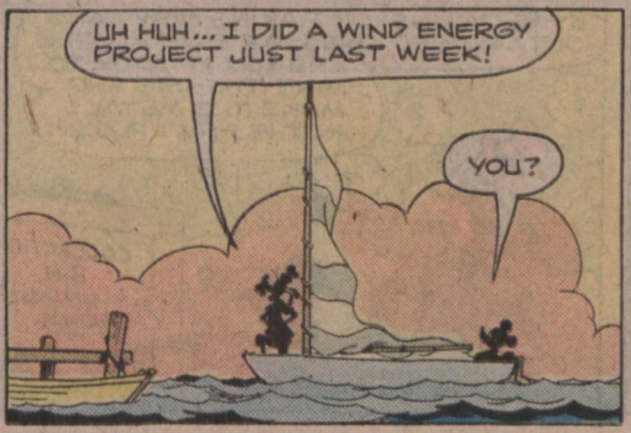

LET'S GET IN THE WATER!
OOF... GOOD IDEA!
FIRST OF ALL I'M GOING TO DO SOME EXPERT SURFING!
OOF!
YOU HAVE TO DO IT IN THE WATER, MISTER!
BUT GOOFY GETS THE HANG OF THINGS...
MICKEY! WATCH ME HANG EIGHT!
YOU'RE SUPPOSED TO HANG TEN!
YOU DO IT WITH YOUR TOES AND I'LL DO IT WITH MINE!


IT'S A FULL AFTERNOON FOR THE BOYS! THEY EVEN GET IN SOME BOATING AND WATER SKIING!
HOOWEE! LOOK AT ME!
AGH!
OOH!
GEE, DADDY... LOOK HOW GOOD HE WATER SKIS ON HIS NOSE!
GAWRSH... THAT WAS' FUN... (BLUB!) ...I THINK!
LET'S CHECK IN THIS SPEEDBOAT AND I'LL SHOW YOU ONE THAT'S A CHAMPION ENERGY-SAVER!
GREAT... HUH? JUST WIND POWER!
UH HUH!

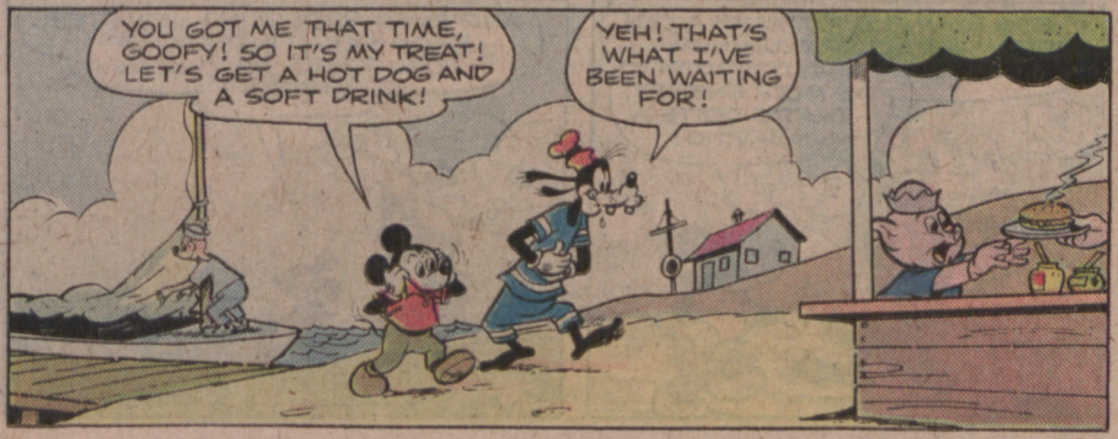
...BUT FOR WATER SKIING, YOU'VE GOTTA BE KIDDING!
HA-HA... SURE, SURE, PAL... I ADMIT IT!

COME ON ABOARD AND JUST RELAX FOR AWHILE!
AW, OK!

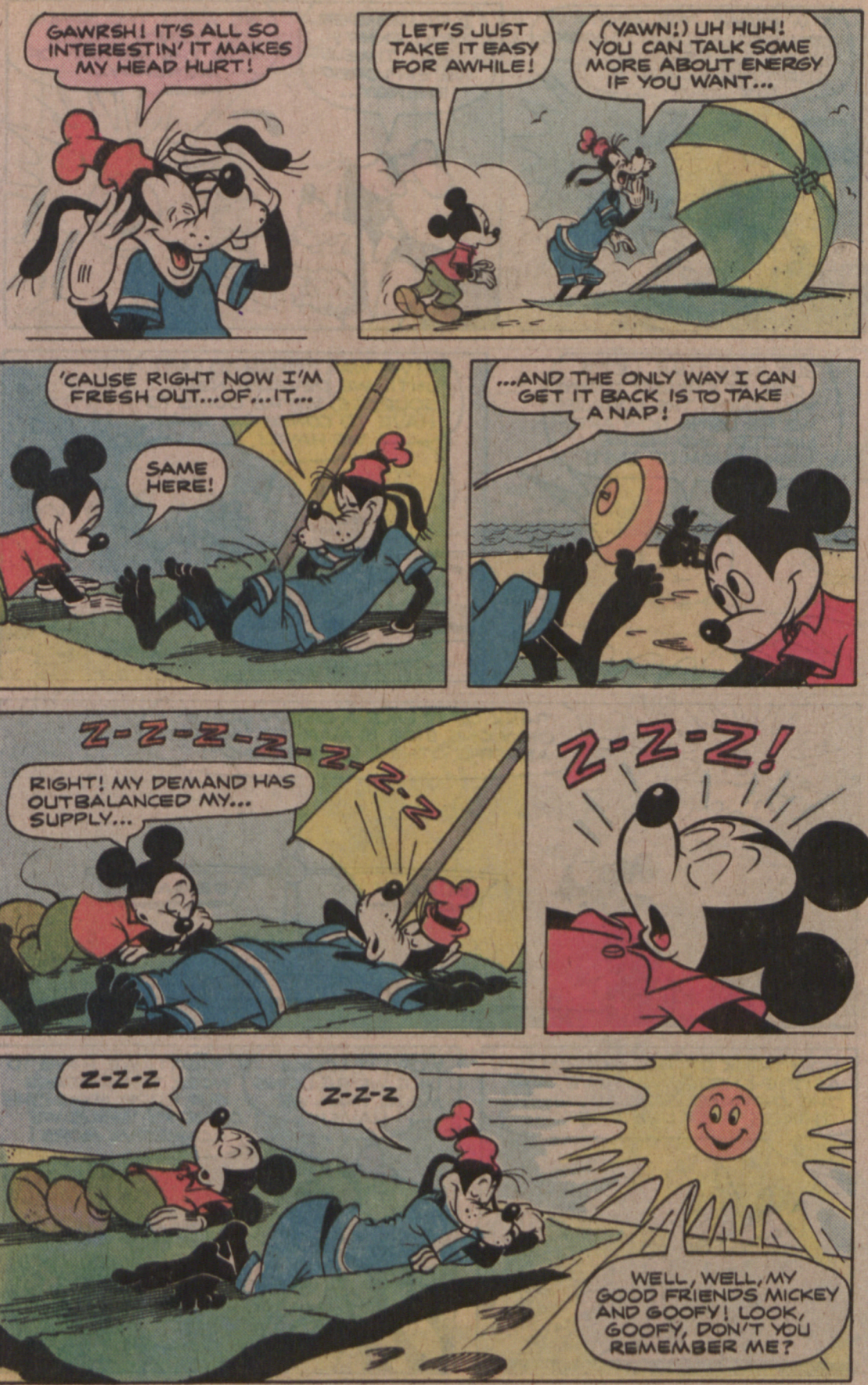

AH... DRIFTING ALONG LIKE THIS IT'S HARD TO THINK THAT THE WIND WAS THE ENERGY SOURCE FOR MOVING SHIPS ACROSS THE OCEANS FOR THOUSANDS OF YEARS!

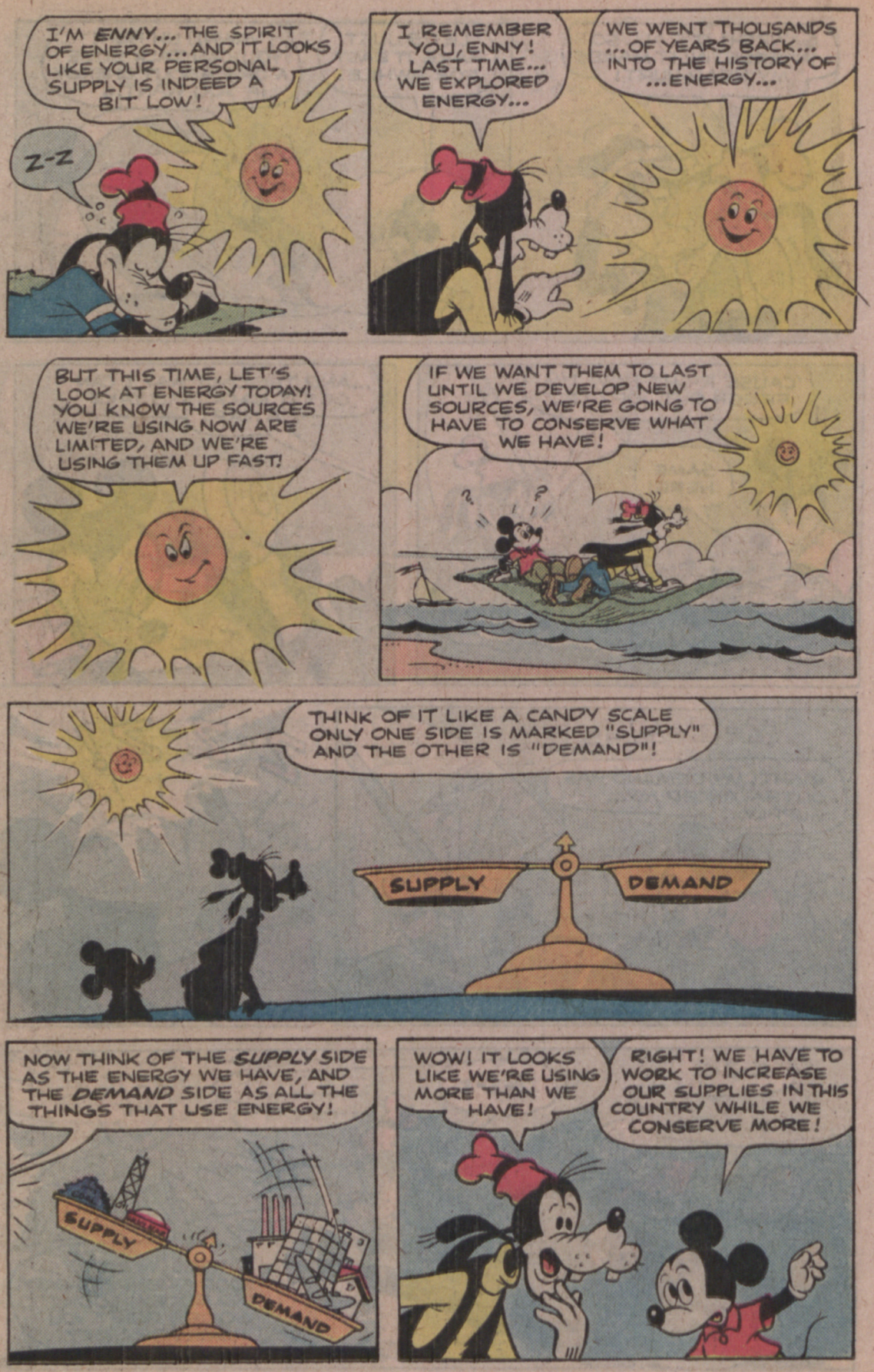

UH HUH... I DID A WIND ENERGY PROJECT JUST LAST WEEK!
YOU?

UH-HUH! AN' BLOWIN' BUBBLES SURE WAS FUN! HAW!
!

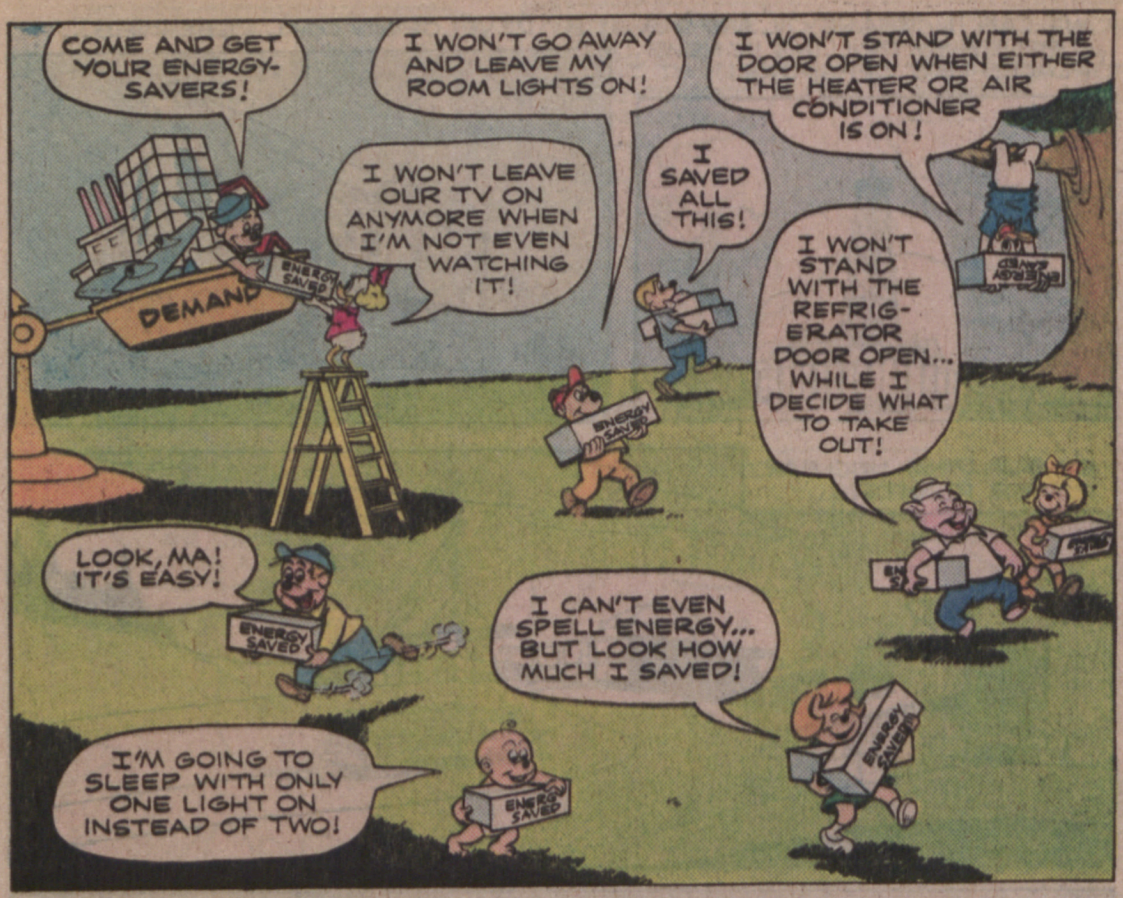

YOU GOT ME THAT TIME, GOOFY! SO IT'S MY TREAT! LET'S GET A HOT DOG AND A SOFT DRINK!
YEH! THAT'S WHAT I'VE BEEN WAITING FOR!

SIX HOT DOGS AND SIX SOFT DRINKS LATER...
FUNNY, I'M NOT HUNGRY ANY MORE!
I WONDER WHY!
WELL, I BETTER PUT THESE EMPTY CANS IN THE TRASH CAN!
NO, WAIT! DON'T PUT THEM IN THERE!
TRASH
EVERY LITTER BIT HELPS!
WHY NOT? I CAN'T THROW THEM AWAY! THAT WOULD BE LITTERING!
I KNOW, BUT THERE'S A BETTER WAY!
THESE CANS ARE ALUMINUM, SO THEY GO INTO THIS RECYCLING BIN TO SAVE ENERGY!
COLLECTION BIN ALUMINUM CANS
SAVE ENERGY
SAVE ENERGY? IT TAKES ENERGY TO THROW 'EM IN HERE!
JUST OUR ENERGY, PAL!
BY RECYCLING, OR MAKING NEW CANS OUT OF USED ONES, WE SAVE ALL THE ENERGY IT TOOK TO MINE THE ORE AND MAKE THE METAL IN THE FIRST PLACE!
FOR EXAMPLE, TO MAKE A CAN FROM RECYCLED ALUMINUM TAKES ONLY ABOUT 1/20 TH AS MUCH ENERGY! THAT'S QUITE A SAVING!
UH... SURE IS!
AND EVEN PRODUCING NEW STEEL FROM SCRAP INSTEAD OF ORE TAKES 1/4 TH LESS ENERGY!

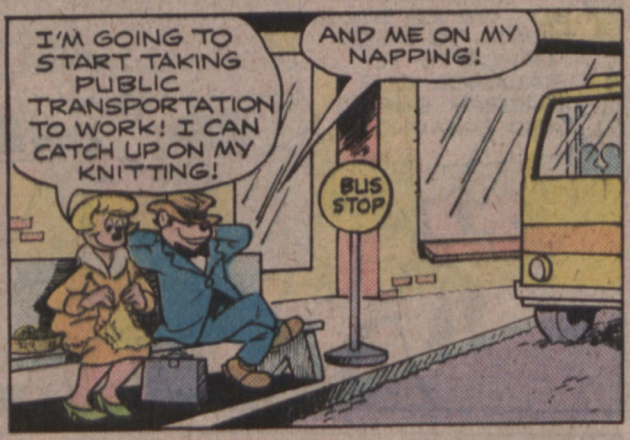

GAWRSH! IT'S ALL SO INTERESTIN' IT MAKES MY HEAD HURT!
LET'S JUST TAKE IT EASY FOR AWHILE!
(YAWN!) UH HUH! YOU CAN TALK SOME MORE ABOUT ENERGY IF YOU WANT...
'CAUSE RIGHT NOW I'M FRESH OUT...OF...IT...
SAME HERE!
...AND THE ONLY WAY I CAN GET IT BACK IS TO TAKE A NAP!
Z-Z-Z-Z-Z-Z-Z-Z-Z
RIGHT! MY DEMAND HAS OUTBALANCED MY... SUPPLY...
Z-Z-Z!
Z-Z-Z
Z-Z-Z
WELL, WELL, MY GOOD FRIENDS MICKEY AND GOOFY! LOOK, GOOFY, DON'T YOU REMEMBER ME?


I'M ENNY... THE SPIRIT OF ENERGY... AND IT LOOKS LIKE YOUR PERSONAL SUPPLY IS INDEED A BIT LOW!
Z-Z
I REMEMBER YOU, ENNY! LAST TIME... WE EXPLORED ENERGY...
WE WENT THOUSANDS ...OF YEARS BACK... INTO THE HISTORY OF ...ENERGY...
BUT THIS TIME, LET'S LOOK AT ENERGY TODAY! YOU KNOW THE SOURCES WE'RE USING NOW ARE LIMITED, AND WE'RE USING THEM UP FAST!
IF WE WANT THEM TO LAST UNTIL WE DEVELOP NEW SOURCES, WE'RE GOING TO HAVE TO CONSERVE WHAT WE HAVE!
THINK OF IT LIKE A CANDY SCALE ONLY ONE SIDE IS MARKED "SUPPLY" AND THE OTHER IS "DEMAND"!
SUPPLY
DEMAND
NOW THINK OF THE SUPPLY SIDE AS THE ENERGY WE HAVE, AND THE DEMAND SIDE AS ALL THE THINGS THAT USE ENERGY!
SUPPLY
DEMAND
WOW! IT LOOKS LIKE WE'RE USING MORE THAN WE HAVE!
RIGHT! WE HAVE TO WORK TO INCREASE OUR SUPPLIES IN THIS COUNTRY WHILE WE CONSERVE MORE!

WE CAN INCREASE OIL AND GAS SUPPLIES BY DRILLING IN NEW PLACES LIKE OFFSHORE!
BY DEVELOPING COAL RESERVES...
BY BUILDING NUCLEAR POWER PLANTS...
BUT WE'RE STILL GOING TO NEED IMPORTS TO BALANCE OUR ENERGY SUPPLY AND DEMAND!
SUPPLY
BUT WE CAN REDUCE THESE IMPORTS IF EACH ONE OF US WILL SAVE A LITTLE ENERGY!
I SEE IT!

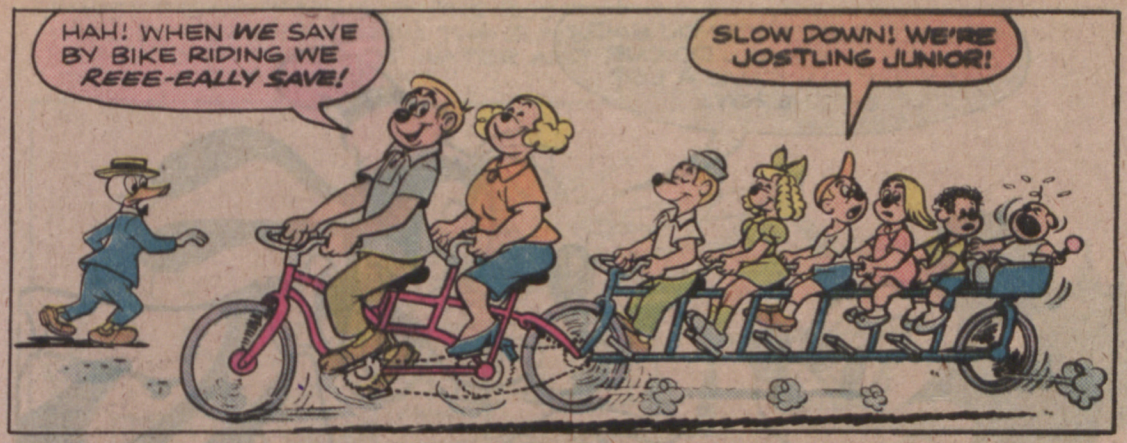

COME AND GET YOUR ENERGY-SAVERS!
I WON'T GO AWAY AND LEAVE MY ROOM LIGHTS ON!
I WON'T STAND WITH THE DOOR OPEN WHEN EITHER THE HEATER OR AIR CONDITIONER IS ON!
DEMAND
ENERGY SAVER
I WON'T LEAVE OUR TV ON ANYMORE WHEN I'M NOT EVEN WATCHING IT!
I SAVED ALL THIS!
I WON'T STAND WITH THE REFRIG-ERATOR DOOR OPEN... WHILE I DECIDE WHAT TO TAKE OUT!
LOOK, MA! IT'S EASY!
ENERGY SAVED
I CAN'T EVEN SPELL ENERGY... BUT LOOK HOW MUCH I SAVED!
I'M GOING TO SLEEP WITH ONLY ONE LIGHT ON INSTEAD OF TWO!

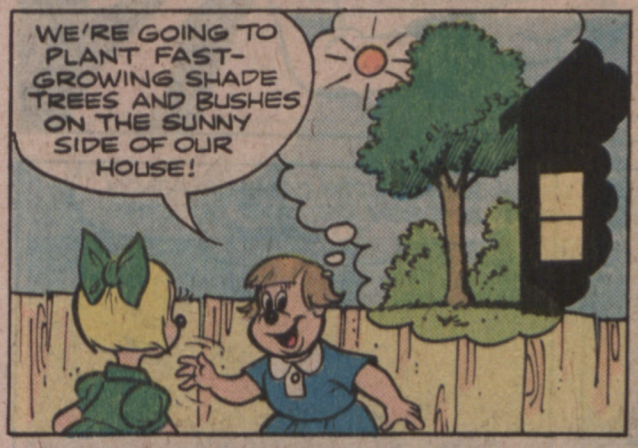
OUR FAMILY FOUND TWENTY-NINE WAYS WE COULD ALL SAVE ENERGY!
WE'VE GOT TWENTY, BUT WE'RE STILL TRYING!


I'M GOING TO START TAKING PUBLIC TRANSPORTATION TO WORK! I CAN CATCH UP ON MY KNITTING!
AND ME ON MY NAPPING!
BUS STOP

WE'RE GOING TO PUT UP AWNINGS! THEY'LL LOOK GREAT!
WE'RE JUST NOT GOING TO OVER-USE OUR AIR CONDITIONER!

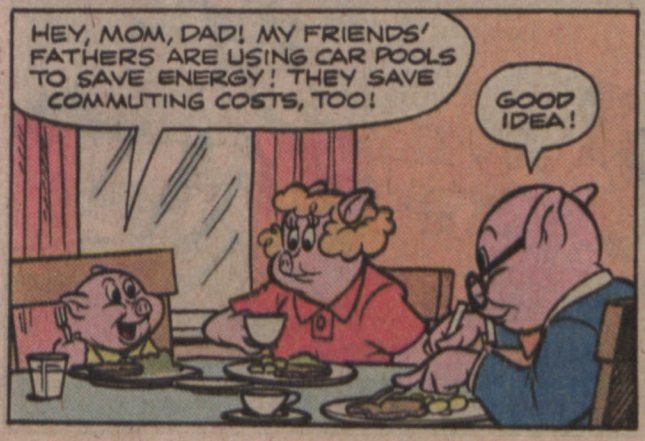
I'M NOT GOING TO ASK MY MOM TO DRIVE ME ANYWHERE THAT I CAN GET TO ON MY BIKE!
MARVIN'S A GENIUS!

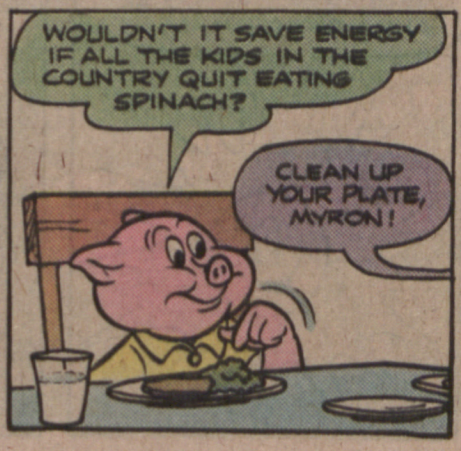




THE MAN SAID WE CAN SAVE HEAT ENERGY BY WRAPPING OUR HOT WATER HEATER... BUT I DIDN'T HEAR THE REST!
WELL, HE DIDN'T SAY, "LIKE A BIRTHDAY PRESENT!"

AN INSULATING WRAP-AROUND COVER WILL REDUCE HEAT LOSS FROM A WATER HEATER.

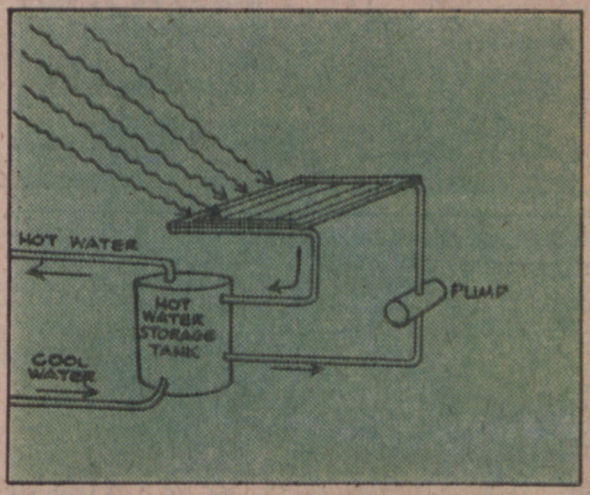




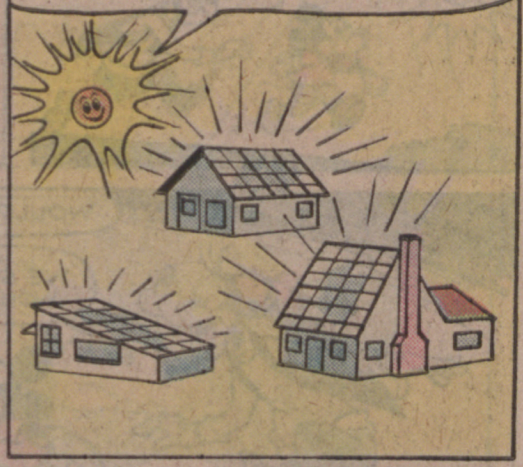
IT'S ALL JUST LIKE YOU SAID, MICKEY! IF WE ALL DO OUR PART WE CAN SAVE A LOT OF ENERGY!
THAT'S FINE FOR TODAY, BUT WHAT ABOUT THE FUTURE?
SUPPLY
DEMAND
EVEN WITH CONSERVATION, ENERGY DEMAND IS GOING TO GROW!
SUPPLY
DEMAND
IN ADDITION TO CONVENTIONAL ENERGY SOURCES LIKE OIL, COAL, AND NUCLEAR, WE'RE GOING TO HAVE TO DEVELOP OTHER SOURCES OF ENERGY LIKE SOLAR AND GEOTHERMAL!
HEY! LOOK AT THAT NEW HOUSE WITH THE SOLAR PANELS ON THE ROOF!
SOLAR PANELS?

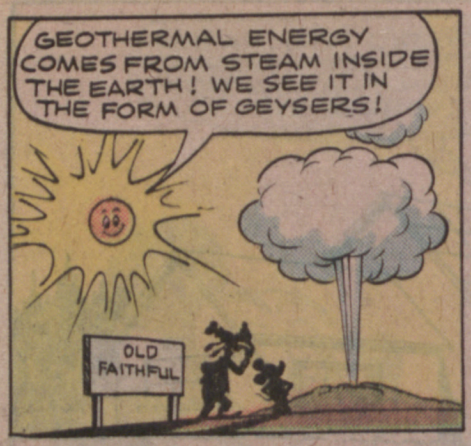
"YES! THOSE PANELS ON THE ROOF COLLECT ENERGY FROM THE SUN'S RAYS TO PROVIDE HOT WATER AND TO HEAT THE HOUSE!"

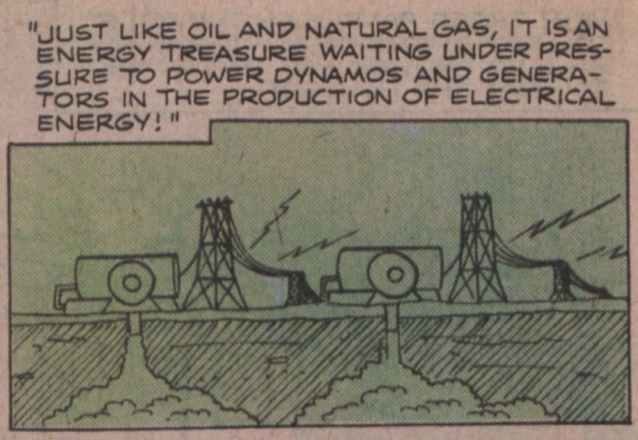
"HEAT FROM THE SUN IS ABSORBED BY WATER CIRCULATING IN COILS IN THE PANEL, AND STORED IN A TANK!"

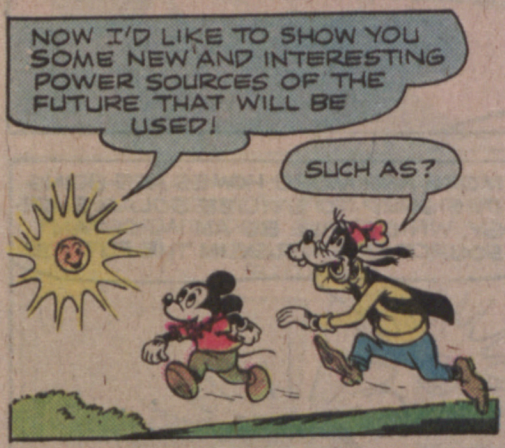


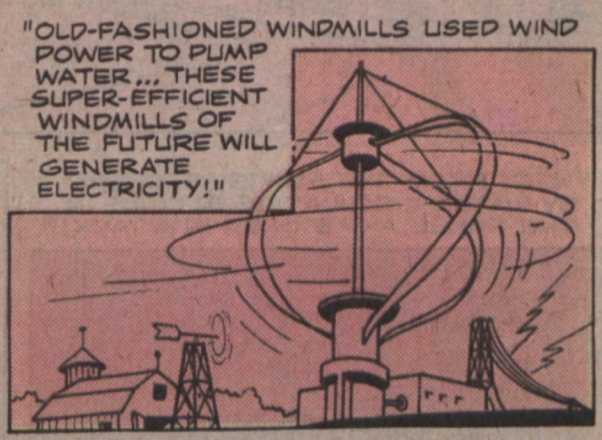
MORE AND MORE HOMES ARE BEING DESIGNED TO UTILIZE SOLAR ENERGY, WHICH WILL BE AN IMPORTANT SOURCE OF ENERGY IN THE FUTURE!



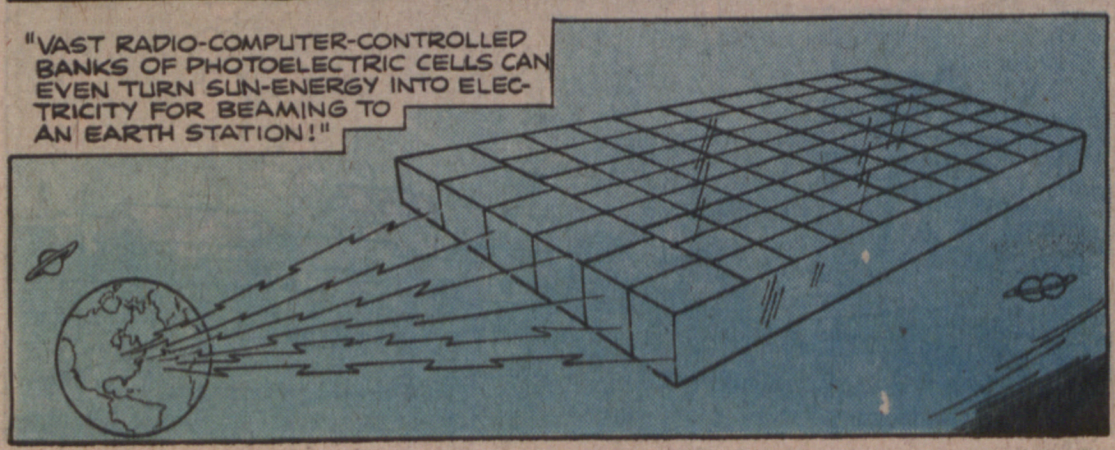

GEOTHERMAL ENERGY COMES FROM STEAM INSIDE THE EARTH! WE SEE IT IN THE FORM OF GEYSERS!
OLD FAITHFUL

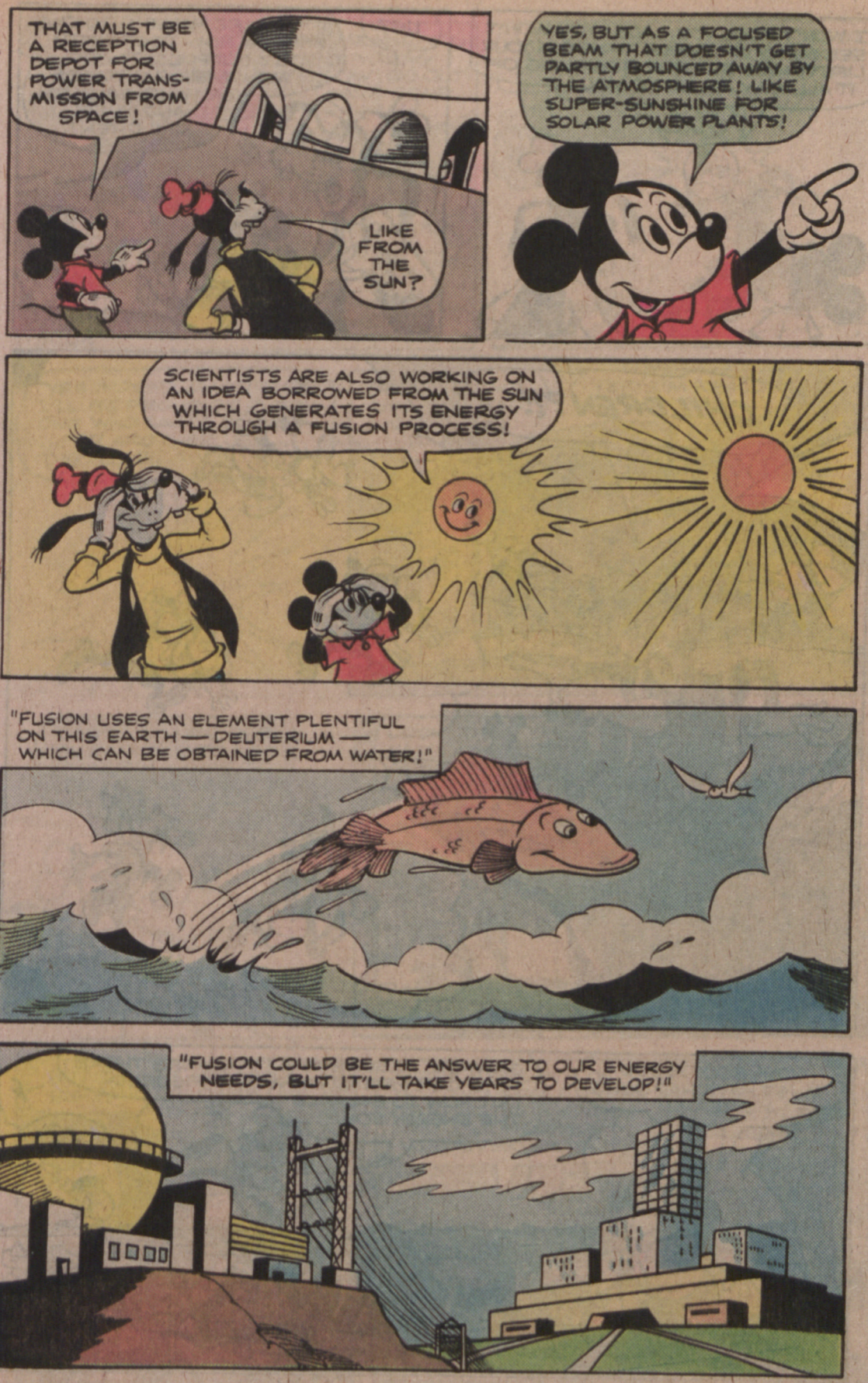

"JUST LIKE OIL AND NATURAL GAS, IT IS AN ENERGY TREASURE WAITING UNDER PRESSURE TO POWER DYNAMOS AND GENERATORS IN THE PRODUCTION OF ELECTRICAL ENERGY!"

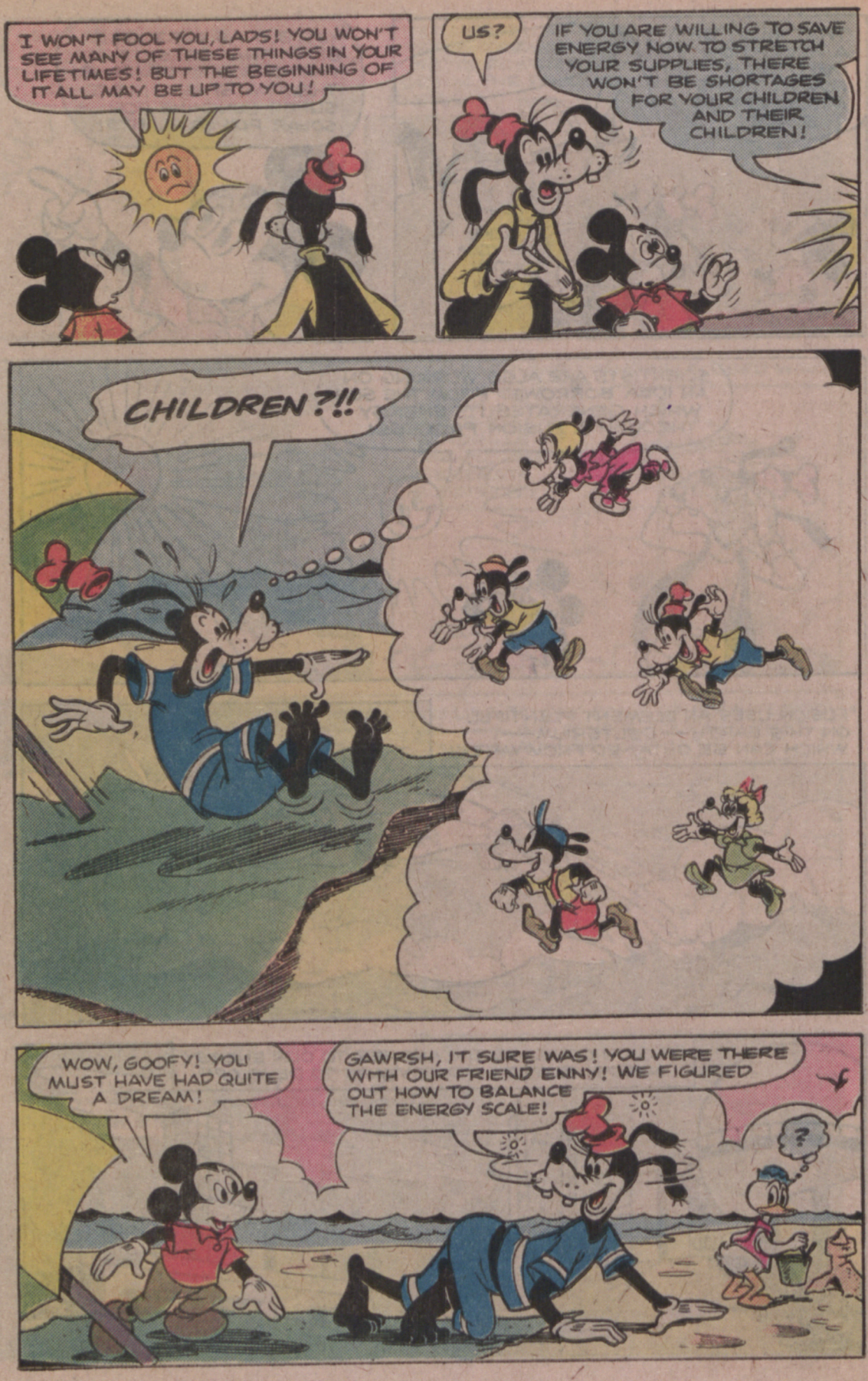

NOW I'D LIKE TO SHOW YOU SOME NEW AND INTERESTING POWER SOURCES OF THE FUTURE THAT WILL BE USED!
SUCH AS?

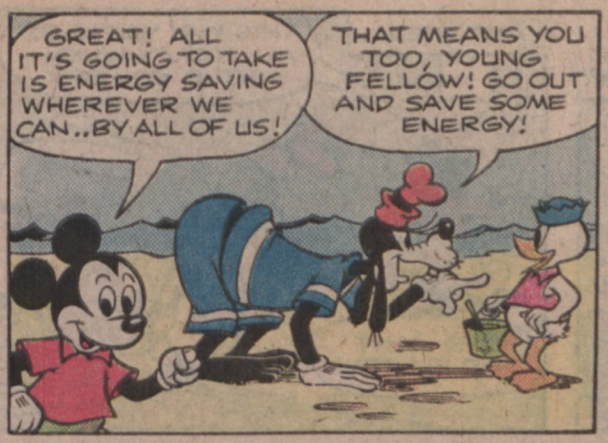

"OLD-FASHIONED WINDMILLS USED WIND POWER TO PUMP WATER... THESE SUPER-EFFICIENT WINDMILLS OF THE FUTURE WILL GENERATE ELECTRICITY!"

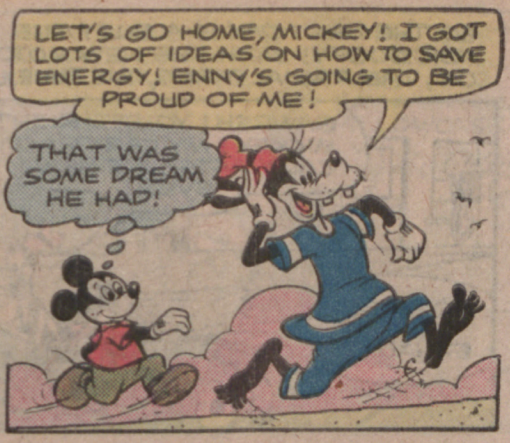
WOULD YOU LIKE TO SEE SOME OTHER INTERESTING POWER SOURCES THAT MAY BE USED IN THE 21 ST CENTURY?
WE SURE WOULD!

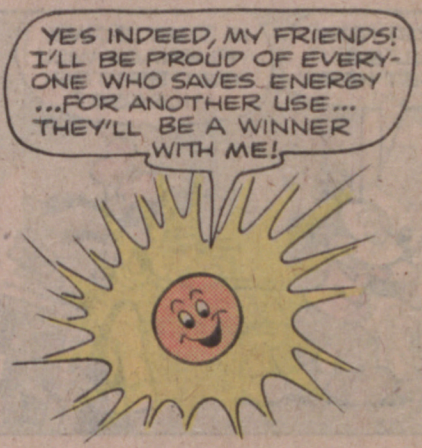

"VAST RADIO-COMPUTER-CONTROLLED BANKS OF PHOTOELECTRIC CELLS CAN EVEN TURN SUN-ENERGY INTO ELECTRICITY FOR BEAMING TO AN EARTH STATION!"

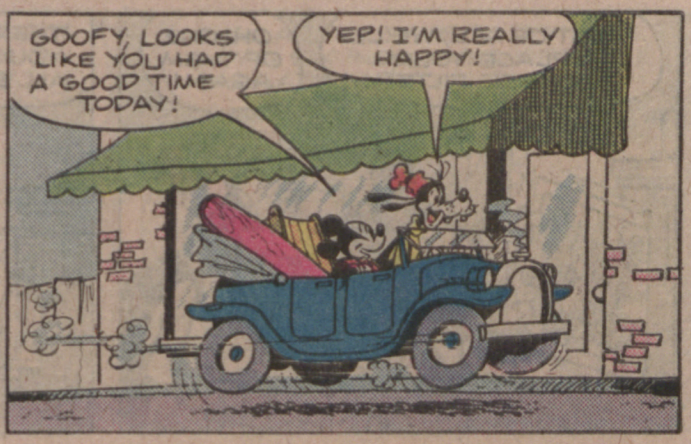

THAT MUST BE A RECEPTION DEPOT FOR POWER TRANS-MISSION FROM SPACE!
LIKE FROM THE SUN?
YES, BUT AS A FOCUSED BEAM THAT DOESN'T GET PARTLY BOUNCED AWAY BY THE ATMOSPHERE! LIKE SUPER-SUNSHINE FOR SOLAR POWER PLANTS!
SCIENTISTS ARE ALSO WORKING ON AN IDEA BORROWED FROM THE SUN WHICH GENERATES ITS ENERGY THROUGH A FUSION PROCESS!
"FUSION USES AN ELEMENT PLENTIFUL ON THIS EARTH — DEUTERIUM — WHICH CAN BE OBTAINED FROM WATER!"
"FUSION COULD BE THE ANSWER TO OUR ENERGY NEEDS, BUT IT'LL TAKE YEARS TO DEVELOP!"


I WON'T FOOL YOU, LADS! YOU WON'T SEE MANY OF THESE THINGS IN YOUR LIFETIMES! BUT THE BEGINNING OF IT ALL MAY BE UP TO YOU!
US?
IF YOU ARE WILLING TO SAVE ENERGY NOW TO STRETCH YOUR SUPPLIES, THERE WON'T BE SHORTAGES FOR YOUR CHILDREN AND THEIR CHILDREN!
CHILDREN?!!
WOW, GOOFY! YOU MUST HAVE HAD QUITE A DREAM!
GAWRSH, IT SURE WAS! YOU WERE THERE WITH OUR FRIEND ENNY! WE FIGURED OUT HOW TO BALANCE THE ENERGY SCALE!
?

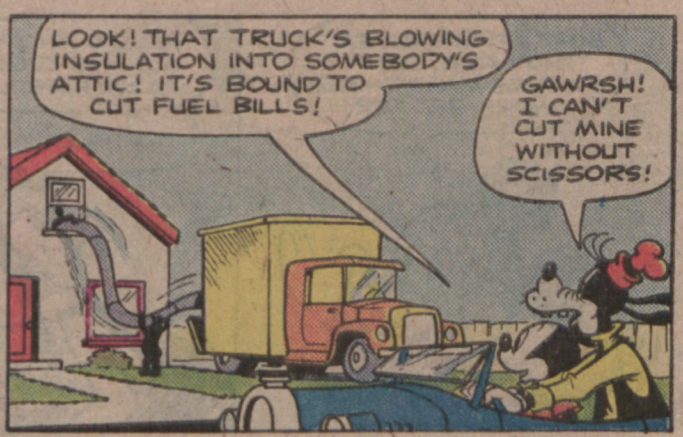

GREAT! ALL IT'S GOING TO TAKE IS ENERGY SAVING WHEREVER WE CAN..BY ALL OF US!
THAT MEANS YOU TOO, YOUNG FELLOW! GO OUT AND SAVE SOME ENERGY!


LET'S GO HOME, MICKEY! I GOT LOTS OF IDEAS ON HOW TO SAVE ENERGY! ENNY'S GOING TO BE PROUD OF ME!
THAT WAS SOME DREAM HE HAD!

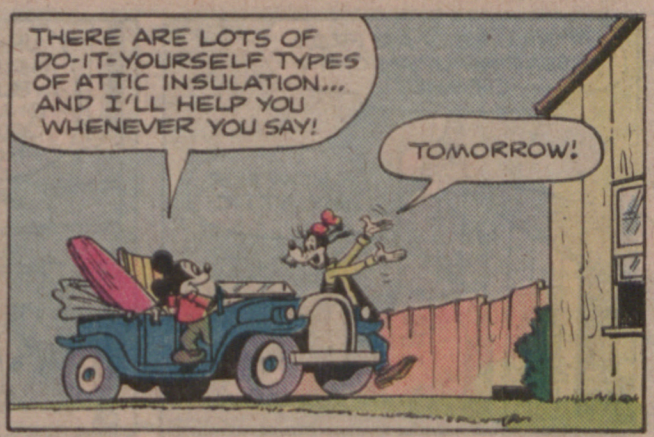

YES INDEED, MY FRIENDS! I'LL BE PROUD OF EVERY-ONE WHO SAVES ENERGY ...FOR ANOTHER USE... THEY'LL BE A WINNER WITH ME!


GOOFY, LOOKS LIKE YOU HAD A GOOD TIME TODAY!
YEP! I'M REALLY HAPPY!

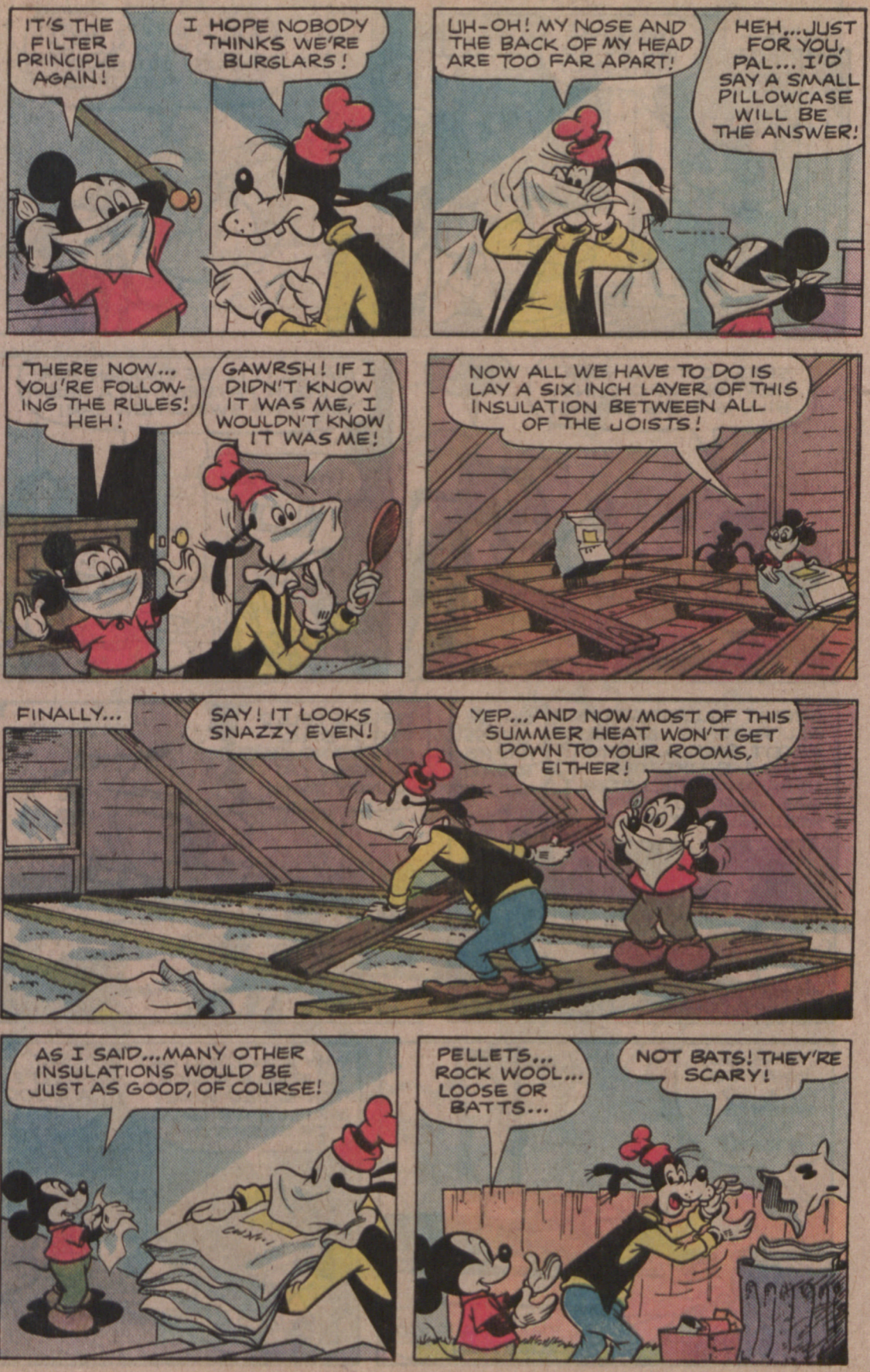
'CAUSE I SURE FEEL PLENTY SMART, NOW THAT I'M GOING TO BE AN ENERGY SAVER!


LOOK! THAT TRUCK'S BLOWING INSULATION INTO SOMEBODY'S ATTIC! IT'S BOUND TO CUT FUEL BILLS!
GAWRSH! I CAN'T CUT MINE WITHOUT SCISSORS!

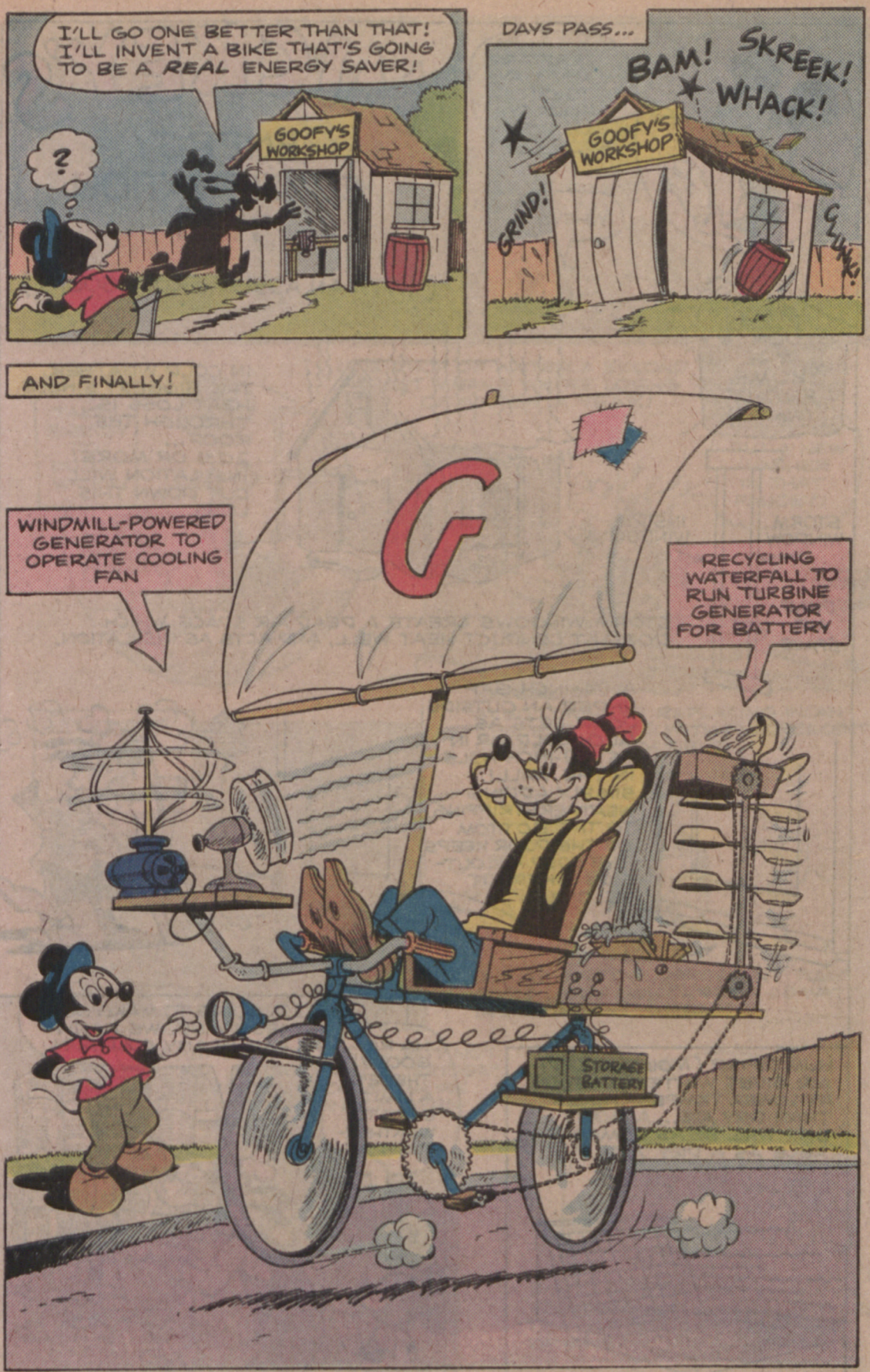
BUT I CAN'T AFFORD A BIG FANCY BLOWER LIKE THAT!
YOU DON'T HAVE TO!


THERE ARE LOTS OF DO-IT-YOURSELF TYPES OF ATTIC INSULATION... AND I'LL HELP YOU WHENEVER YOU SAY!
TOMORROW!

SO THE NEXT DAY IS A BUSY ONE FOR GOOFY! WITH THE NEW MOTOR OIL, THE RADIAL TIRES, THE TUNE-UP!
GAWRSH! YOU'RE RIGHT, MICKEY! MY CAR PRACTICALLY ACTS LIKE NEW EVEN!
NO MORE BAD EXHAUST!
AND THEN...
THIS WAY YOU'LL BE ALL READY WHEN WINTER COMES!
INSULATION
IT'S LIGHT AND FLUFFY!
FIRST OF ALL, WE'LL REPLACE YOUR FURNACE FILTER!
OH! ONE OF THEM AGAIN!
THERE! NOW YOU'LL BE ALL SET HERE!
IS THAT SO MY FURNACE WILL GET BETTER MILEAGE?
SORT OF! WHEREVER THEY ARE, CLEAN FILTERS MAKE THINGS WORK BETTER!
HERE'S ANOTHER HABIT TO GET INTO! ALWAYS CLOSE YOUR DAMPER WHEN YOUR FIREPLACE ISN'T IN USE!
THAT'S EASY!
CLANK!
IT WILL KEEP AIR FROM ESCAPING UP AN OPEN CHIMNEY!
NOW FOR MY ATTIC!
UH-HUH! THESE BAGS OF INSULATION ARE CONVENIENT ... BUT SHOULD BE EMPTIED ONLY WITH A MASK OR CLOTH OVER YOUR NOSE AND MOUTH!

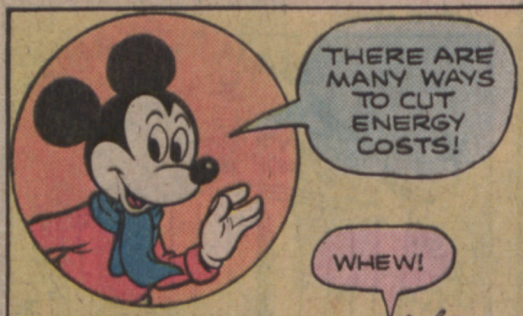

IT'S THE FILTER PRINCIPLE AGAIN!
I HOPE NOBODY THINKS WE'RE BURGLARS!
UH-OH! MY NOSE AND THE BACK OF MY HEAD ARE TOO FAR APART!
HEH...JUST FOR YOU, PAL... I'D SAY A SMALL PILLOWCASE WILL BE THE ANSWER!
THERE NOW... YOU'RE FOLLOWING THE RULES! HEH!
GAWRSH! IF I DIDN'T KNOW IT WAS ME, I WOULDN'T KNOW IT WAS ME!
NOW ALL WE HAVE TO DO IS LAY A SIX INCH LAYER OF THIS INSULATION BETWEEN ALL OF THE JOISTS!
FINALLY...
SAY! IT LOOKS SNAZZY EVEN!
YEP... AND NOW MOST OF THIS SUMMER HEAT WON'T GET DOWN TO YOUR ROOMS, EITHER!
AS I SAID...MANY OTHER INSULATIONS WOULD BE JUST AS GOOD, OF COURSE!
PELLETS... ROCK WOOL... LOOSE OR BATTS...
NOT BATS! THEY'RE SCARY!

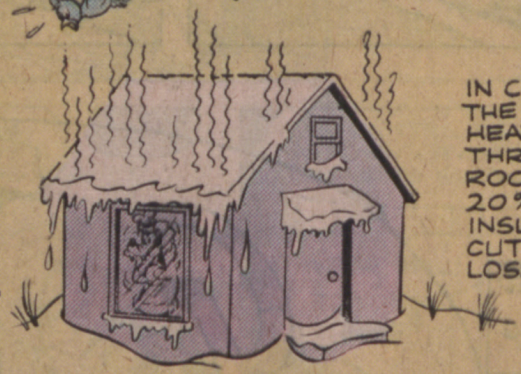
LATER...
WHAT ARE YOU DOING NOW, PAL?
??
I'M THINKING WHAT TO DO WITH ALL THE MONEY I'LL SAVE ON MY FUEL BILLS!
SURE! CUTTING YOUR HEATING AND COOLING BILL IS A BIG SAVING!
YEH!
MAYBE IT'LL BE ENOUGH FOR A DOWN PAYMENT ON A GREAT BIG LONG SWELL NEW CAR!
WHOA, PAL!
AREN'T YOU FORGETTING ALL THAT WE LEARNED ABOUT SAVING ENERGY? A BIG CAR LIKE THAT USES AN AWFUL LOT OF GAS! AND YOU DON'T NEED ALL THAT SPACE!
UH, I GUESS YOU'RE RIGHT!
WELL I COULD PUT A SAIL ON IT, AND SAVE ENERGY ON WINDY DAYS!
G
YEAH, BUT WHAT DO YOU DO WHEN THE WIND STOPS?
UH, THAT'S A GOOD QUESTION!
WHY DON'T YOU GET YOURSELF A NICE TEN-SPEED BIKE? YOU'LL SAVE LOTS OF ENERGY!
SAY, THAT'S A GOOD IDEA!
ENERGY SAVER
10 SPEED


I'LL GO ONE BETTER THAN THAT! I'LL INVENT A BIKE THAT'S GOING TO BE A REAL ENERGY SAVER!
?
GOOFY'S WORKSHOP
DAYS PASS...
BAM!
SKREEK!
WHACK!
GOOFY'S WORKSHOP
GRIND!
CLUNK!
AND FINALLY!
WINDMILL-POWERED GENERATOR TO OPERATE COOLING FAN
RECYCLING WATERFALL TO RUN TURBINE GENERATOR FOR BATTERY
STORAGE BATTERY

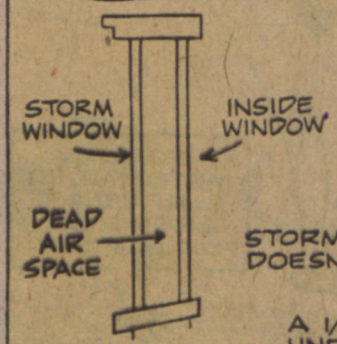
MICKEY'S ENERGY CONSERVATION TIPS

(WITH AN ASSIST FROM GOOFY)



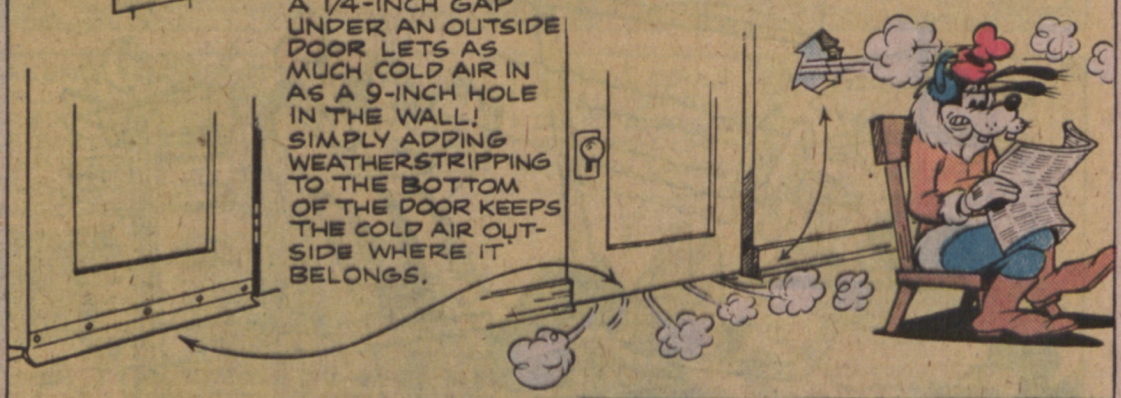


IN COLD WEATHER, THE BIGGEST SINGLE HEAT LOSS IS THROUGH THE ROOF... 20% OR MORE! INSULATION WILL CUT DOWN THIS LOSS.

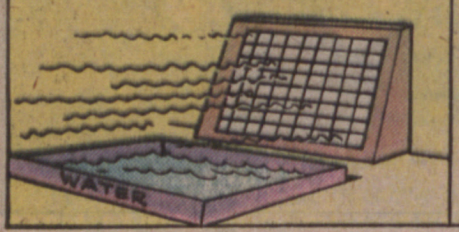


STORM WINDOWS CREATE A DEAD AIR SPACE WHICH DOESN'T CONDUCT HEAT WELL, AND ACTS AS INSULATION.

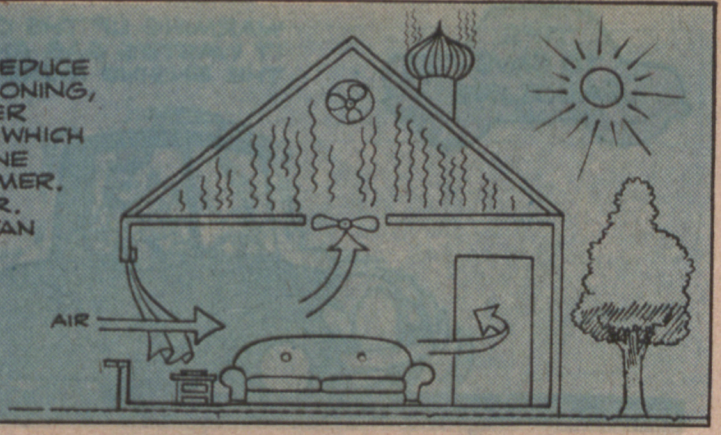
A 1/4-INCH GAP UNDER AN OUTSIDE DOOR LETS AS MUCH COLD AIR IN AS A 9-INCH HOLE IN THE WALL! SIMPLY ADDING WEATHERSTRIPPING TO THE BOTTOM OF THE DOOR KEEPS THE COLD AIR OUTSIDE WHERE IT BELONGS.



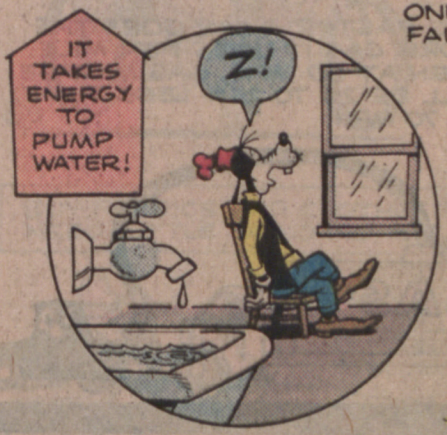
HUMIDIFIED (MOISTURIZED) AIR GIVES WINTER COMFORT AT LOWER TEMPERATURES THAN DRY AIR... A MOIST 68° WILL BE AS COMFORTABLE AS A DRY 70°!



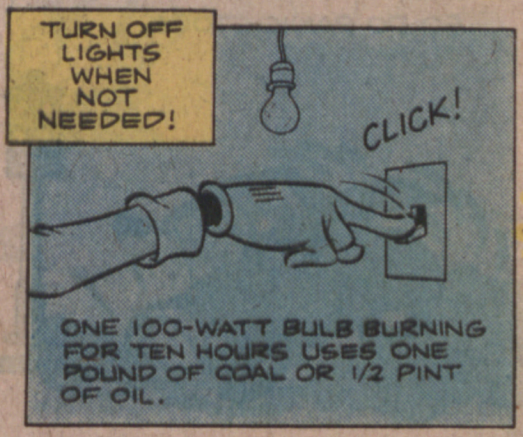
IN WARM WEATHER, TO REDUCE DEMAND ON AIR CONDITIONING, AN ATTIC FAN WILL LOWER TEMPERATURE BUILD-UP WHICH CAN REACH 160°... TURBINE VENTS ALSO HELP IN SUMMER. COVER THEM UP IN WINTER. OR... A "WHOLE HOUSE" FAN CAN MOVE COOLING AIR THROUGHOUT THE HOUSE AT ABOUT 80% LESS ENERGY COST THAN FULL AIR CONDITIONING.



ONE DROP OF WATER A SECOND FROM A LEAKY FAUCET MEANS YOU'RE LOSING 700 GALLONS OF WATER A YEAR!



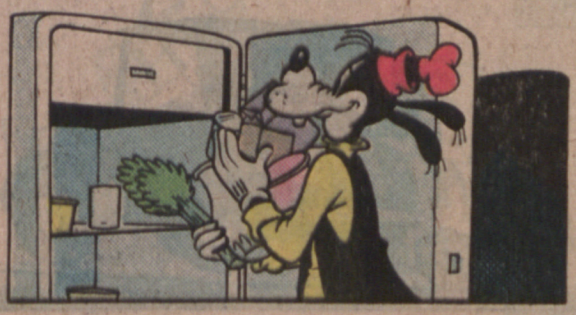
ALSO CONSIDER REPLACING INCANDESCENT BULBS WITH FLUORESCENT TUBES WHEN POSSIBLE.

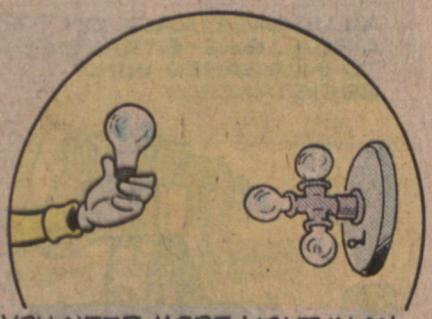


ONE 100-WATT BULB BURNING FOR TEN HOURS USES ONE POUND OF COAL OR 1/2 PINT OF OIL.

ONE 40-WATT FLUORESCENT TUBE GIVES MORE LIGHT THAN A 60-WATT INCANDESCENT BULB!

KEEP YOUR REFRIGERATOR FULL BUT NOT OVERCROWDED. A HALF-EMPTY "FRIDGE" USES *MORE* ENERGY, BECAUSE MORE COLD AIR SPILLS OUT WHEN YOU OPEN THE DOOR.

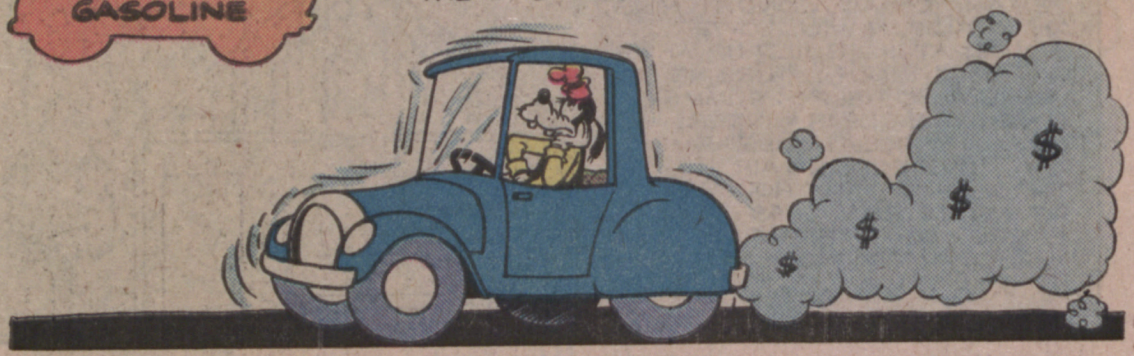




IF YOU NEED MORE LIGHT IN AN AREA FROM INCANDESCENT BULBS, USE ONE LARGE BULB INSTEAD OF SEVERAL SMALLER ONES.

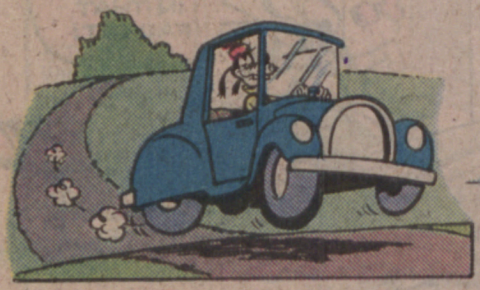
TIPS TO SAVE GASOLINE

WARMING UP THE CAR IS NOT NECESSARY. IT WASTES GAS AND DOESN'T MAKE THE ENGINE MORE EFFICIENT.

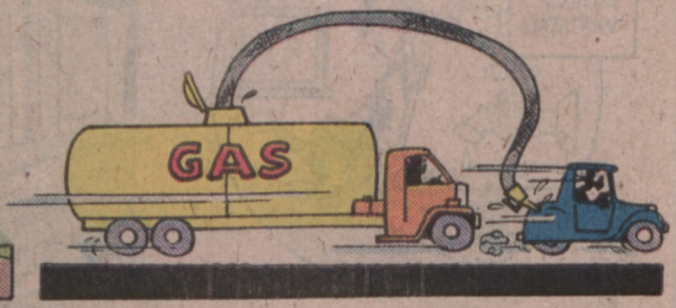


THE MOST EFFECTIVE GAS-SAVING SPEEDS ARE FROM 35 TO 40 MPH.

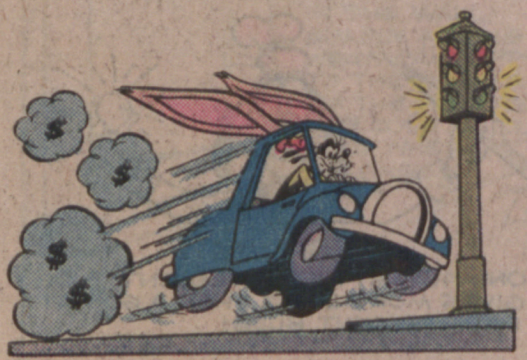
THE FASTER A CAR GOES, THE MORE GAS IT USES PER MILE. EVEN AT 50 MPH, GAS MILEAGE WILL BE 20 TO 25% LESS THAN AT 70 MPH.



JACK RABBIT STARTS WASTE GAS...

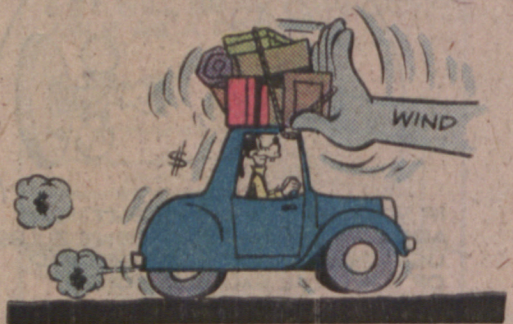


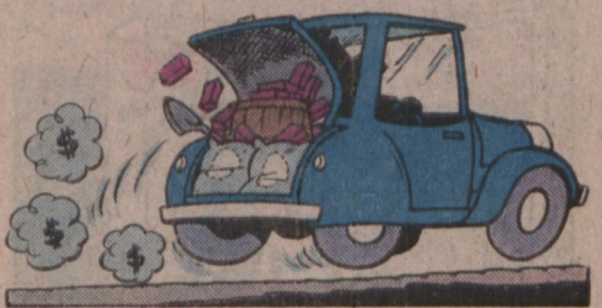
...SO DO PANIC STOPS.

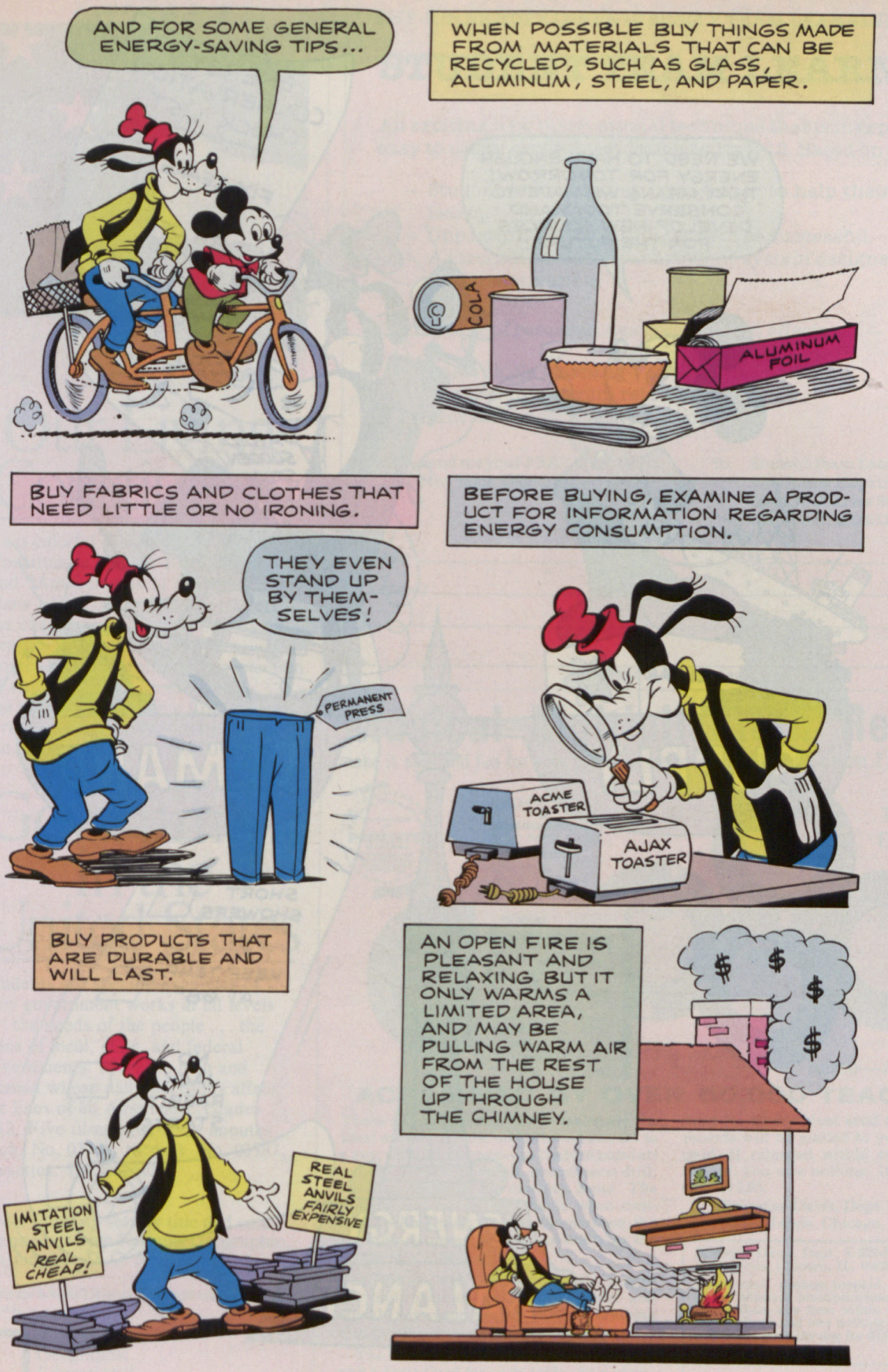


A LUGGAGE RACK ON TOP IS A REAL GAS-STEALER DUE TO INCREASED WIND RESISTANCE.

SO ARE HEAVY TOOLS CARRIED IN THE TRUNK.






AND FOR SOME GENERAL ENERGY-SAVING TIPS...
WHEN POSSIBLE BUY THINGS MADE FROM MATERIALS THAT CAN BE RECYCLED, SUCH AS GLASS, ALUMINUM, STEEL, AND PAPER.
COLA
ALUMINUM FOIL
BUY FABRICS AND CLOTHES THAT NEED LITTLE OR NO IRONING.
THEY EVEN STAND UP BY THEM-SELVES!
PERMANENT PRESS
BEFORE BUYING, EXAMINE A PROD-UCT FOR INFORMATION REGARDING ENERGY CONSUMPTION.
ACME TOASTER
AJAX TOASTER
BUY PRODUCTS THAT ARE DURABLE AND WILL LAST.
IMITATION STEEL ANVILS REAL CHEAP!
REAL STEEL ANVILS FAIRLY EXPENSIVE
AN OPEN FIRE IS PLEASANT AND RELAXING BUT IT ONLY WARMS A LIMITED AREA, AND MAY BE PULLING WARM AIR FROM THE REST OF THE HOUSE UP THROUGH THE CHIMNEY.
$ $ $ $

WE NEED TO HAVE ENOUGH ENERGY FOR TOMORROW! THAT MEANS WE HAVE TO CONSERVE TODAY AND DEVELOP NEW SOURCES FOR THE FUTURE!
ENERGY CONSERVATION CHECK LIST
FIX LEAKS
TURN OFF LIGHTS
INSULATE HOUSE
AVOID SUDDEN
NUCLEAR
GENERATOR
SUPPLY
DEMAND
TAKE SHORT SHOWERS
KEEP TEMP. AT 68°
NO JACK RABBIT STARTS
ENERGY
BALANCE

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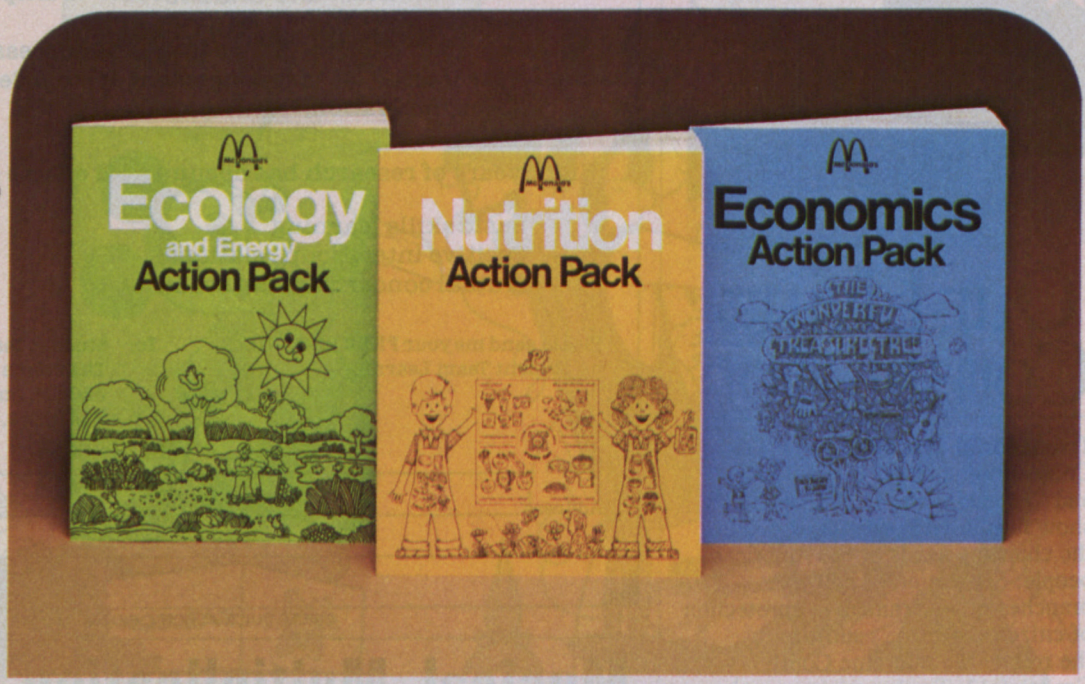
We do.

We took three difficult subjects and made them easier for you to teach.



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Here's a closer look.

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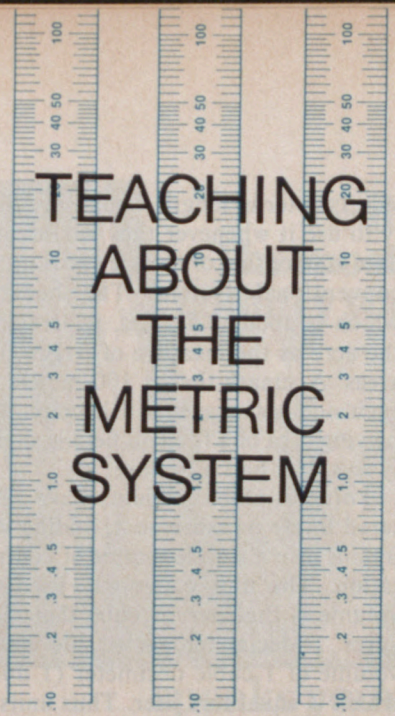
TEACHING ABOUT THE METRIC SYSTEM



Teachers have the opportunity to be a very important part of the conversion of the United States to the metric system. The Metric Conversion Act of 1975 established voluntary conversion as a national policy. The success of conversion will depend in part on education and therefore on classroom teachers.

The Act defines the metric system as the International System of Units (SI) agreed to by an international conference on weights and measures in 1960 and adapted for the United States by the Secretary of Commerce. The system's international abbreviation, *SI*, is derived from its name in French. SI's nearly universal acceptance gives the world a universal language of measurement.

Why has almost the whole world gone metric? Perhaps the most important reason is that SI is a decimal system, which means it is relatively easy to learn and use. In addition, its terminology—especially the names given to everyday units of measurement—is comparatively simple. Further, many of the units are interrelated. For example, the unit used to express the volume of milk in a carton is derived from the unit for measuring length. So learning the language of SI should not be difficult.

Looking first at terminology, compare the names of our conventional units for measuring length with the names of the SI units. Words like *inch, yard,* and *mile* are unrelated and must be learned individually. That is not the case with the comparable SI unit names—*centimeter, meter,* and *kilometer.* They all contain the name of the primary unit, *meter.* The prefixes *centi* and *kilo* indicate how much larger or smaller than a "plain" meter these units are. By the simple device of inserting a prefix in front of the name of the primary unit, *meter,* SI provides units of different size for measuring length. Since there are 16 different prefixes to be combined with *meter*—plus the *meter* itself—there are 17 different size units for measuring length.

What is more, these different size units are related to each other decimally, that is, by the powers of 10. That means when all 17 units are listed in order of decreasing size (the *meter* is in the middle), each unit is 10 times larger than the one following. With SI, it will never be necessary to learn such arbitrary relationships as that Unit B is 12 times as large as Unit A or that Unit C is three times as large as Unit B or that multiplying Unit B by 5,280 will give you Unit G.

In addition, SI attaches the same prefixes to units that measure other quantities—volume and mass, for example—as well as length. As a result, learning the theory of the metric system—at least as it is used in everyday living—is for the most part a matter of learning a few terms. These include the names of the most common prefixes and the power of 10 each represents plus the names of the handful of primary units that are used in daily living in contrast to scientific work.

Of the 16 prefixes, eight derive from Greek and indicate units larger than the primary unit. The other eight come from Latin and indicate units smaller than the primary one.

The table below shows some of the more common prefixes and the multiplying factor each represents. Of these, *kilo, centi,* and *milli* are the most commonly used in everyday measurements.

Factor	*Prefix*	*Symbol*
$1\,000\,000 = 10^6$	mega	M
$1\,000 = 10^3$	kilo	k
$100 = 10^2$	hecto	h
$10 = 10^1$	deka	da
$0.1 = 10^{-1}$	deci	d
$0.01 = 10^{-2}$	centi	c
$0.001 = 10^{-3}$	milli	m
$0.000\,001 = 10^{-6}$	micro	μ

Since SI is a decimal system, converting from one unit to a smaller or larger one is simply a matter of multiplying by a power of 10—or as many schoolchildren know, by moving the decimal point the appropriate number of places.

Take 5.42 meters as an example. Converting this measurement to centimeters requires multiplying it by 100, because each meter is the equivalent of 100 centimeters. Thus 5.42 meters equals 542 centimeters. Similarly, multiplying by 0.001 (or dividing by 1,000) converts 5.42 meters to 0.00542 kilometers.

The next table lists the metric units that will be most commonly used in everyday living. Note that each primary unit has its own symbol, e.g., *m* for meter, *g* for gram, *L* for liter, and so forth. (Unit symbols are written in lower case letters. The exceptions are the symbols for units named after people—such as the *watt* for which the symbol is *W.* In the United States, the symbol for liter is also capitalized to distinguish it from the numeral *1.*) Symbols for units with prefixes are made by inserting the prefix symbol immediately before the unit symbol, e.g., *km* for kilometer, *mm* for millimeter, *mL* for milliliter.

Length. What tools are necessary to teach use of the meter and its related units? First, a meter stick is essential. Every classroom should have at least one. Also, each student should have a ruler 20 or 30 centimeters long, with either a centimeter or a millimeter scale—or both. These instruments should suffice for teachers of subjects in which measurement is not used a great deal. What is important is that all teachers use the metric system when making or discussing measurements in the classroom.

Teachers in areas where measure-

By ALONZO D. PAIGE
Mathematics Teacher, Rapid City (South Dakota) Public Schools; Past-President, South Dakota Education Association.

ment is used a great deal will need to replace existing measurement devices with comparable metric tools. This process will doubtless occur over the course of several years due to the high one-time cost of making the replacements.

Elementary teachers are, of course, responsible for teaching measurement. So in addition to meter sticks and metric rulers, they will also need metric tape measures and a metric trundle wheel, a kind of pedometer. The National Council of Teachers of Mathematics has published a list of competencies for grade levels to help teachers select activities appropriate to their pupils' levels of development. (See "Metric Competency Goals," *The Arithmetic Teacher*, January 1976. The same journal's February 1978 issue includes a useful article entitled "Guidelines for Evaluation of Published Metric Materials.")

Area. Finding area is a simple matter of making linear measurements and then computing the area using the proper formula.

For example, a triangle with a base of 12 cm and an altitude of 7 cm would have an area of ½ x 12 cm x 7 cm or 42 cm^2 (remember the formula for the area of a triangle is $A=\frac{1}{2}ba$). So teaching children how to find area using metric measurements is the same as teaching them to find area using conventional measurements—except that the units are different.

Our table of Common Metric Units lists two units of area, the *square meter* and the *hectare*. The square meter is just that—a square with each side 1 meter in length. People are likely to use it whenever they would have used square feet or square yards in the conventional system. The hectare, which is about 2.5 acres, will replace the acre as the measure of larger land areas. A square that is 100 meters on each side has an area of 1 hectare. The playing area of a football field is slightly less than half a hectare.

Volume. Once students have mastered linear measurement, finding volume is also a simple matter of computation. The unit commonly used for volume is the *liter*. A cube that measures 1 decimeter on a side has a volume of 1 cubic decimeter (1 dm^3), which is equal to 1 liter. Thus units of length are related to units of volume.

A *milliliter* is 0.001 liter. The same volume can also be expressed as 1 cubic centimeter. These units, *liter, milliliter,* and *cubic centimeter*, are the most commonly used units of volume.

To teach volume, teachers will need a set of containers of the following sizes: 50 mL, 250 mL, 500 mL and 1,000 mL (1 L). A set of smaller volume measures may also be necessary.

Mass. This term refers to the quantity of material in a body. *Mass* and *weight* are often used interchangeably. In science, however, the term *weight* is used to mean the force of gravity on a body. While the weight of a body varies with the gravitational force exerted on it, its mass is constant. On the moon, astronauts have the same mass that they would on earth. They weigh less, however, because the force of gravity on the moon is less than on earth. But since the force of gravity from one point to another on the earth's surface varies relatively little, the terms *mass* and *weight* can be used interchangeably for most everyday purposes.

The *kilogram* and the *gram* are the most commonly used units of mass in the metric system.

Under specified conditions, 1 cubic centimeter of water has a mass of 1 gram. Hence through units of volume, the metric system provides a constant relationship between units of length and units of mass.

In elementary classrooms, a simple balance and a set of metric masses are all that are necessary to start teaching about units of mass. As children progress, they should use metric spring scales and beam balances. Another useful addition to the elementary classroom is a metric bathroom scale.

Common Metric Units

	Name	Symbol	Approximate Size
Length	millimeter	mm	thickness of paper-clip wire
	centimeter	cm	width of a paper clip
	meter	m	39.5 inches
	kilometer	km	0.6 mile
Area	square meter	m^2	10.75 square feet
	hectare (10,000 m^2)	ha	2.5 acres
Volume	cubic centimeter	cm^3*	0.2 teaspoon
	milliliter	mL	
	liter	L	1.06 quarts
Mass (weight)	gram	g	weight of a paper clip
	kilogram	kg	2.2 pounds
	metric ton (1,000 kg)	t	long ton (2,240 pounds)
Time	second	s	
	minute	min	
	hour	h	

* In English-speaking countries, people often refer to the cubic centimeter by the abbreviation *cc*, which is not an SI designation. SI substitutes international symbols—in this case, cm^3—for such abbreviations.

NEA Resolution B-5: Conversion to the Metric System

The National Education Association believes that a carefully planned effort to convert to the International System of Units (SI metric system) is essential to the future of American industrial and technological development and to the evolution of effective world communication. It will work with the National Metric Board created by the Metric Act of 1975 to facilitate such a conversion.

The Association urges that the SI metric system of weights and measures be taught at the appropriate educational levels to assure the orderly transition to the use of the SI metric system as a primary system.

Large masses are measured in a unit called the *metric ton*. It is equal to 1,000 kg. This is the unit used to measure the amount of wheat sold to a foreign country or the amount of coal used to generate the electricity for a city for one day and so on.

As with devices for measuring length and volume, customary devices used in measuring mass or weight should be replaced with equivalent metric tools as soon as possible.

Time and temperature. These are two other quantities whose measurement is extremely important in daily

(continued on page 114)

services, personnel, and facilities are provided in general education classrooms to meet the special needs of handicapped children.

- Seek to ensure, through bargaining or consultation, an equitable grievance procedure, with full due process rights, and further, ensure that this procedure is available for settlement of disputes regarding implementation of PL 94-142.
- Seek coalitions with parent and handicapped advocate groups and other concerned community organizations.
- Formulate and maintain an effective program to inform the public of the position of teachers on various public issues and to inform parents and other members of the school community that teachers are concerned as professionals and as caring people about the educational advancement of all children.
- Encourage productive interaction between special and general education teachers through workshops and various in-service education programs.
- Contact NEA Instruction and Professional Development for information on developing teacher-center proposals so that teacher centers can be used as teacher-controlled instruments of in-service training in the field of special education.

The report also discusses problems of architectural barriers and transportation of handicapped children. Underlying these problems, and many others involved in meeting the demands of PL 94-142, is, of course, the problem of inadequate funding.

The NEA Panel urges all concerned individuals, agencies, and organizations to lobby together for more adequate funding of education for the handicapped at every level and for improved coordination of effort among the various agencies that have funds and other resources to commit to education of handicapped children. To encourage such coordination at the federal level, the Panel urges establishment of a Cabinet-level Department of Education with jurisdiction over many of the education-related services now dispersed among dozens of federal agencies.

—**Dorothy Massie,** *NEA Teacher Rights.*

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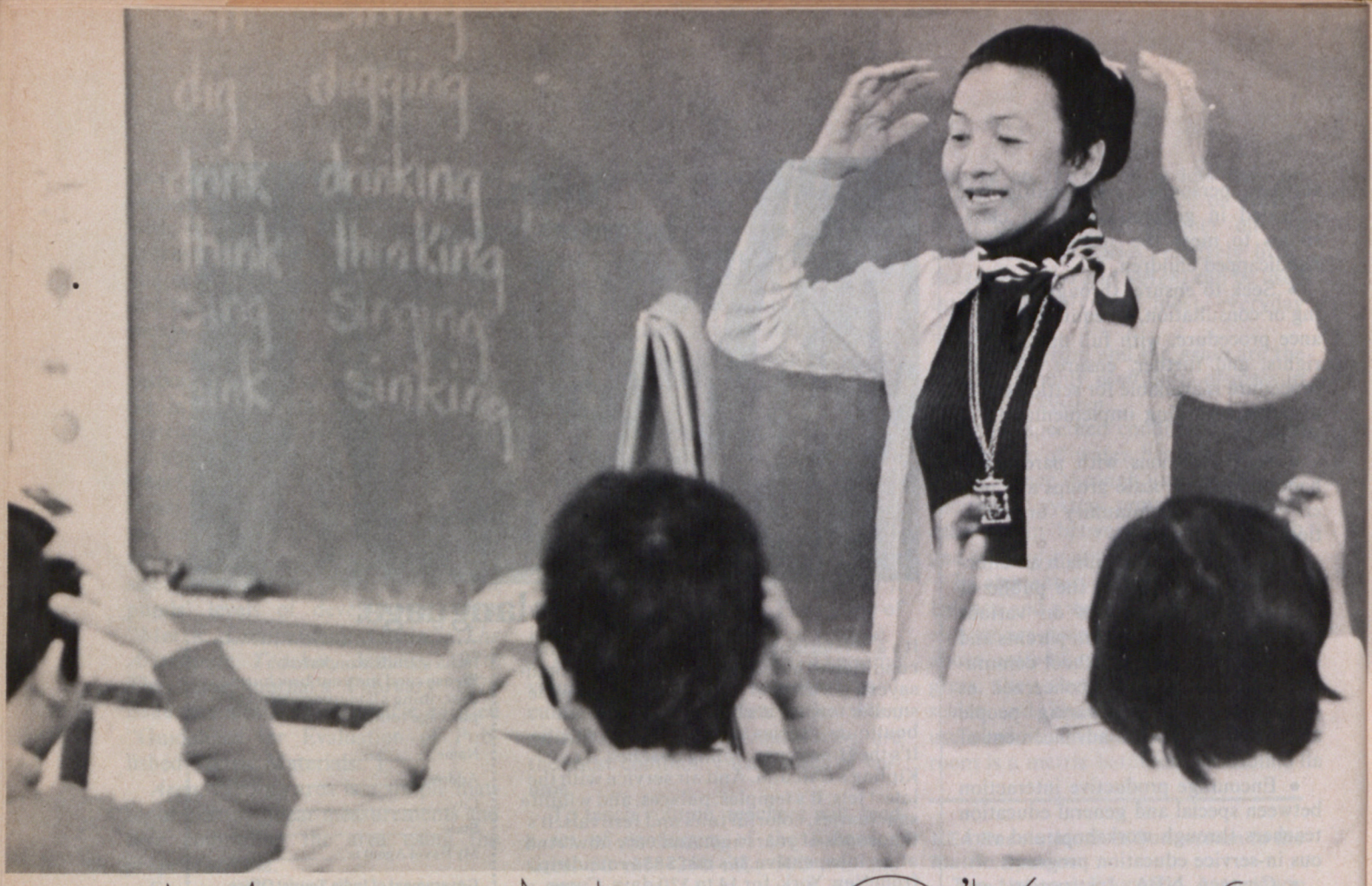

Meet Nina O'Keefe

In Arlington, Virginia, just across the Potomac from Washington, DC, is Francis Scott Key Elementary School, where students of 32 nationalities and 23 language groups attend school. Here the students learn together, and language and cultural diversity are positive aspects of the school's program.

How do children of so many ethnic backgrounds work together? Is it possible that they can maintain their cultural identity while becoming a part of the mainstream in an American school? What can teachers do to help students who enter American schools speaking no English?

To find answers to these and other questions, Marian S. Clayton, editorial associate of Today's Education, *interviewed Nina O'Keefe, program development specialist in the Teacher Corps program in Arlington County. On the Key School staff since 1971, Mrs. O'Keefe used to teach in the school's English for Speakers of Other Languages (ESOL) program. Now she works with teachers who teach foreign-speaking students.*

Here is Ms. Clayton's report of her visit to Key School and interview with Nina O'Keefe.

"¿Cómo te llamas?" Nina O'Keefe greets a student as we move through the cafeteria on a tour of the building.

"Me llamo Juan," the child responds, smiling, and continues his lunch.

When Juan enrolled at Key, he spoke no English. Like so many other students here, Juan is now bilingual, capable of functioning in both his native language and English. More than that, Juan and the other students are richer because they learn from each other about customs of various ethnic groups.

Watching the Key staff work is an exciting experience. A Vietnamese teacher is busy wrapping gifts for her class. A native Spanish-speaking teacher is demonstrating a dance from her country. A group of youngsters of several nationalities are discussing an upcoming event. Against this background, we begin the interview.

Before we discuss your work as a teacher of foreign-speaking students, we'd like you to share some information about your background. When did you begin to study languages?

Well, I am from the Philippines. I lived on the island of Luzon, in a little town called Infanta. The language spoken there is Tagalog.

In the Philippines, the children study their own native languages from first through third grades, English as a second language from fourth grade through high school, and a third and

possibly a fourth language in college.

I studied Tagalog, English, Spanish, French, Korean, and because I learned some Japanese when I was very young, I studied that language.

How did you happen to learn Japanese?

Before I entered school, my country was involved in World War II, and the Philippine Islands were under Japanese control. My older brothers, who were in school at the time, had Japanese soldiers as language teachers. My brothers were taught Japanese as part of the daily school curriculum, and I learned from them.

Do you remember very much about the War?

Oh yes, I have some memories. My father was twice a prisoner of war. During that time, women were often attacked at night. Because of possible dangers, my mother took my sister and me to hide in a nearby swamp every night. We would stand trembling with fear in the warm waters until early morning, when the screams of women had died down. I especially remember having to fight off the mosquitoes.

Families were responsible for feeding prisoners, so my brother and I would take food to my father. Sometimes when we traveled, we had to jump into foxholes for protection from bombs. Once we jumped into a foxhole and found two soldiers there. They seemed so frightened, but to me—a young child—it was a kind of game.

Did you ever have the feeling that you were in serious danger?

Just once, really. There were children about my age living in the house next door. My sister and I were playing with them one morning, and late afternoon that same day, soldiers shot and killed the whole family. I felt my family and I were in serious danger that day.

Shortly thereafter, my father escaped from prison. He moved our family to another island where we would be safe. We stayed there for about six months. Then when we returned home, the War was over, and I entered school.

How would you compare your school life in the Philippines with school life in the United States?

For one thing, in the Philippines, elementary school students have one teacher for a full year. The classes are not departmentalized in the first through sixth grades.

The teacher is the complete authority in the classroom. In my time, students did not question the teacher's action, nor did they speak until spoken to. Teachers were generally very strict, and students were generally very quiet.

In American schools, teachers and children have many more books and materials than we had. Because we had so few, we studied our books from cover to cover. In American schools, a particular book is not so important.

In the Philippines, children play games, read stories, sing songs, and do many of the things that children do here, but the big difference is in the classroom decorum.

When you completed high school, did you speak English fluently?

I spoke the language as fluently as my Filipino English teacher. I could read Shakespeare, and I could write themes and essays, but when it came to conversation with a native English speaker, I was not very good.

How did you decide where to attend college?

The Institute of International Education selected me to be an exchange student in the United States.

When the Institute asked what college I wanted to attend, I knew of only three in the United States: Harvard, Princeton, and Yale. Aside from wanting to enroll in a school where other female students were enrolled, I wanted a school closer to the Philippines than those three. The Institute suggested the University of Washington, and I agreed.

Am I correct in assuming that your first visit to the United States was when you entered the University of Washington? If so, what were your experiences as a foreign-exchange student?

Yes, that was my first visit to the United States, and that was the first time I had ever left my family. Because I was so protected by my family and because everything was so different here, I had many traumatic experiences.

People told me that Washington State was cold sometimes. So en route to the United States, I bought a spring coat in Hong Kong. I thought that would be warm enough. You see, in the Philippines, we don't usually wear coats. I quickly learned that my spring coat was not sufficient to keep me warm in Washington.

In the girls' dormitory, we slept in a cold room. I was shy and afraid to ask for an extra blanket. I would curl up at night, and sometimes I was so cold, I would just moan.

One night the housemother heard me moaning. She said, "You need extra blankets. You are just cold."

There were other problems, too. I did not care much for American food then. Also, the school was different from anything I had known. In one of my classes, the professor lectured in a soft monotone, and I couldn't understand him. I didn't have the courage to let him know that. If I had been home, it would have been inappropriate for me to approach the teacher to tell him that, and I thought the same thing applied in this country.

At the end of the semester, I went to his office crying. When I told him of my problem, he was very understanding and gave me extra help.

How were you able to overcome some of your problems?

One of the things that helped me to adjust was to be with Filipino friends who had lived in this country for a long time. They invited me to stay with them for some weekends. Being with the family was good for me because I was once again with my people. I felt that I was no longer in a strange place, but back to my roots.

Another thing that helped me to adjust was staying with a wonderful American family, with whom I communicate to this day. They treated me as a daughter and still do.

Did the University provide activities for foreign-exchange students?

They had a hospitality committee for us. Committee members provided orientation throughout the year, took us on tours, and invited us to their homes for weekends. It was through the committee that I met that wonderful American family with whom I lived for two years.

By the way, a Japanese girl and I were the only foreign-exchange students that year. She shared many of my frustrations and became my closest friend at the University.

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Quite a bit. I was the babysitter for the youngest of their four children, and I helped with cooking and housekeeping. While with them, I learned not only to cook American food but to enjoy it. I learned a lot about the American way of life, too.

After graduation, what did you do?

I worked in the State of Washington for a number of years. I was a regular elementary classroom teacher, and then I worked with FLES [foreign language in elementary school] programs for several years. Later, I worked in Oregon as a high school teacher of Spanish and English.

After 10 years of teaching, I got a fellowship to Georgetown University in Washington, DC, where I studied ESOL and Black English.

When did you become interested in teaching non-English-speaking students?

I was interested in this kind of work long before I finished college because of my traumatic experiences when I came to this country. I knew I would enjoy teaching English to foreign students, but more than anything else, I wanted to help them. I felt my background was perfect for this work.

While on leave from the Ph.D. program at Georgetown in 1971, I started the ESOL program at Key School. I taught in, and headed, the ESOL program until 1976, when I began working with the Teacher Corps project.

As program specialist in the Teacher Corps, what are your duties?

I work with teachers who teach foreign-speaking students. I go into the classrooms and demonstrate methods and techniques of teaching these children. In other words, I still work with the children but through their teachers.

This year, because our needs assessment indicated teacher interest in learning Spanish, I teach it to teachers. My home base is Key School, but I work in other schools in Arlington County, too.

What percentage of students at Key are not native speakers of English?

That's difficult to answer because the percentage varies from time to time. This seems to be a jumping-off place for many immigrant families, and some move on to other places after they find jobs and become more familiar with the language.

Right now we have a large number of students from the Spanish-speaking countries of South and Central America and students from Korea, Viet Nam, India, and Portugal. Of these students, most came to our school speaking no English.

Let's say you enroll a non-English-speaking student today. Tell me what you would do to make the child feel welcome.

We usually have very little advance notice of a child's coming to Key. But when a child arrives whose language I do not know, I try to become familiar with certain phrases in that language. It is so important to greet the child and to ask his or her name. With just that simple gesture, I can see the child's eyes light up.

I will take the child to the office to meet the secretary. This meeting is vital because the secretary is often the one who communicates with the home. While in the office, I introduce the child to the principal and the nurse, too.

Then after introducing the child to his or her class, we tour the building. I introduce the child to subject area teachers and teachers of physical education, art, and music. One reason for this is that most of these children are used to one teacher all day, all year. It may not seem so, but the change can be devastating.

I once worked with a Puerto Rican boy. I followed my usual procedure with him. At the end of the day, he said to me, "Who is my teacher? I am so confused." Like so many other students, he developed a stomachache.

He was in a class with a team of three teachers. He could not identify with so many people. I understood his problem and worked with him for some time. Eventually, he adjusted.

What about communication problems at the outset?

You know, aside from that of language, I think it's a psychological problem; invariably these children develop stomachaches. I teach them to say, "I have a stomachache," "I want to go to the bathroom," and "I want to call my mother."

Most of the parents want their children to have homework, and these sentences become the first home assignment.

Also, a new child is assigned a buddy who helps with communication.

Who is the buddy, and what is his or her function?

The buddy is someone who is of the same nationality or speaks the same language as the new child but has been in the school for at least two or three years. The buddy's duties are clearly defined before the new child comes.

The buddy is most useful in explaining to the newcomer the day-to-day functions. The two students move around together to the various classes, to the lunchroom, the playground, and so forth. Then the buddy can help the new student with schoolwork.

Are there other methods that you use that you can share with our readers?

Yes. I always contact the home. I explain to parents that this school system is different from the one the child is accustomed to. I discuss those differences and ask parents to help the child to adjust to Key School.

Suppose you do not speak the language, and the parents do not speak English. What then?

Fortunately, in our school we have teachers or aides who speak Korean, Tagalog, Vietnamese, Arabic, and French. If I do not know a child's language, one of these persons will call the parents. If there is no one in the school who speaks the language fluently, we seek community help.

Do you encourage parents to visit the school?

Oh, yes. I also ask them about games their children play, songs they may sing, storybooks that they own. Parents contribute many of the materials and ideas I use working with these children.

Sometimes we assume that people all over the world are familiar with certain material things that we take for granted in this country. Yet some of our advantages may be completely new to others. Have you seen examples of this?

I can give you an example. We all use the telephone, but some of these children have never seen a telephone. They must learn how to use it.

I have toy telephones in my room. I teach children how to dial and how to use the receiver. Working with children who are familiar with the telephone, the newcomers quickly grasp the idea, and then they use the real telephone. ➤

How do you incorporate information about the child's culture into classwork?

I first become familiar with some information about a child's culture and then integrate this into social studies, music, and art lessons.

Students research and do projects about other countries. A native speaker of that country becomes a consultant for the report.

We have plays and dances. After studying a particular culture, we invite parents and other classes to attend our culminating activities about the culture. Non-native-English-speaking children are very popular in this community and are invited to many community organizations to perform some of our plays and dances.

I have a corner in the room marked with a big sign that reads Bilingual Corner. Here a child can listen to records from various nations and read bilingual books written in English and another language.

How do you acquire your materials?

As I said earlier, parents contribute many books and games. I acquire materials with Title I funds, from embassies and colleagues, and through the Teacher Corps Office.

Have you found it necessary to change your teaching techniques periodically?

When I began teaching, I followed the oral/aural method that was popular at the time. Teachers placed emphasis on listening and speaking and did not emphasize reading and writing. But experience has taught me that once a child has mastered sentences and phrases orally, the teacher should introduce reading and writing. I like to have lots of activities in reading, writing, and speaking.

Proponents of the "melting pot" theory are often critical of bilingual education programs. Some argue that many years ago immigrants to this country were not provided with special language programs, yet they learned the English language and adjusted to this culture. How would you respond to that criticism?

I have heard this criticism before. One thing that is often not considered is that years ago, many immigrants were from European countries whose cultural orientations were the same or similar to the dominant culture here. Those who were not of European backgrounds did not find the adjustment so easy. I believe my own entry into this country might have been easier had I been able to take part in some type of bilingual or bicultural program.

Then just think of the hundreds of thousands of people in America who know nothing of their ancestors. I have friends who are great-grandchildren of immigrants. They deplore the fact that they did not have the opportunity to maintain, or at least learn, the language of their ancestry.

I feel that those who criticize bilingual programs tend to think of English as *the* important language and culture. They fail to see the opportunity for cultural and language enrichment these programs offer.

A student is advantaged when he or she knows more than one language, because each language provides an opportunity to look at another form of reality. For example, it was so exciting for me to read *Don Quixote* in the original language. Reading it opened up another culture to me.

Who knows but that world wars might have been avoided if there were more appreciation of cultural diversity?

I'd just like to add that bilingual classes involve more than just the child's native language. Bilingual learning is learning through two languages. A child is learning to function in the English language while not abandoning his or her roots.

Earlier you mentioned that you studied Black English. Have you found that children who speak ghettoese are experiencing learning difficulties because of their language barrier?

Definitely. In fact, I would say that children who speak ghettoese can be at as great a disadvantage in a classroom as children who do not speak any English.

What can teachers do to help children who speak Black English? Are there special programs?

I have heard of special programs, but I can't tell you specifically where they are.

But in any school, a teacher should recognize that a child's language is not an inferior language simply because it is different from Standard English. For example, what some teachers don't realize is that ghettoese is highly structured and has definite patterns just as any other language does.

Finally, what has been your most rewarding experience as a teacher?

My greatest reward is to see a child develop from a frightened, unsure individual to a happy one in school.

When children come to school who are at zero proficiency in the English language, they are unsure of themselves. If I can make them feel confident and help them to adjust to the new situation, then I am most satisfied.

A Puerto Rican boy, Carlos, came to us from another state where he had attended school for five years. He was 11 years old, rather large for his age, and quite a discipline problem. The homeroom teacher was concerned about his uncooperative behavior, his open defiance toward her, and his resistance to classwork.

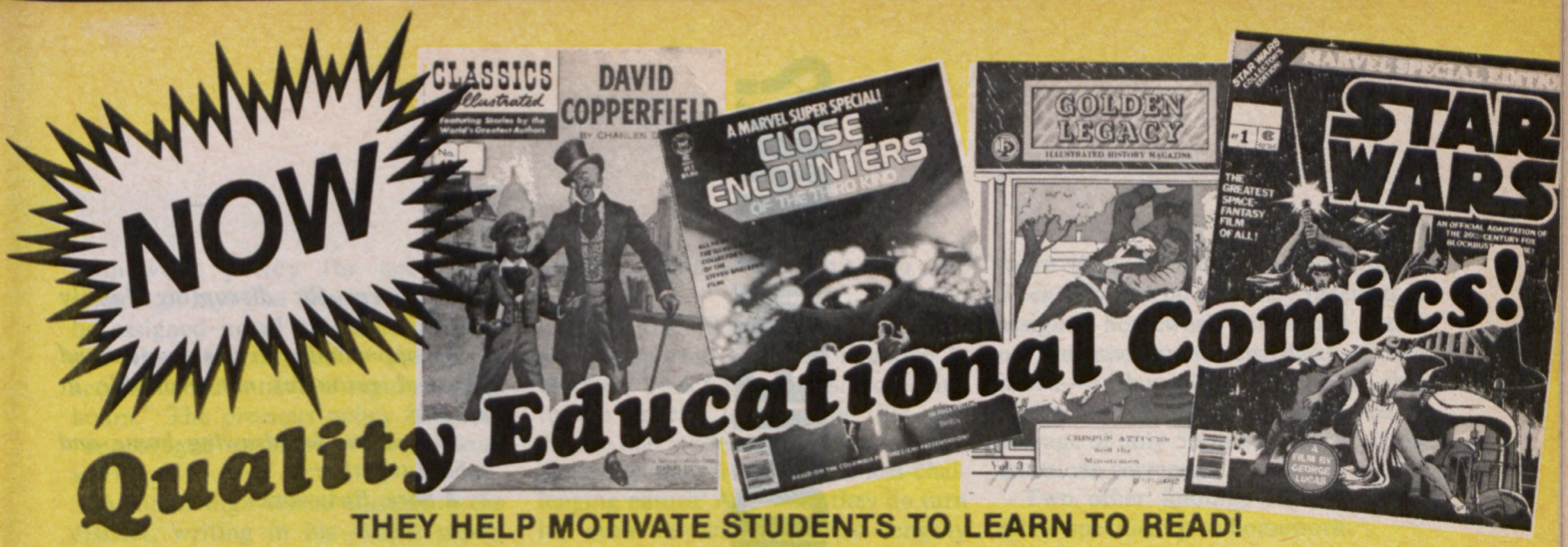
After several attempts to contact his family, we found that the father worked at night at a restaurant, the mother as a domestic at a hotel. Carlos was taking care of a younger brother and twins who were just babies.

When he came to my class, I noticed that he was interested in the phonics and alphabet charts. He was sitting in with a class of second and third graders. I tested him and found that he could not read any English. Imagine his spending five years in a school without being able to read the language! Is it any wonder that he was a discipline problem?

I worked with Carlos individually. He worked with bilingual books. When other children came around, he would hide his books because they were for beginners, but he studied hard. He achieved so well that he eventually became a tutor for my second and third graders.

Carlos has gone on to junior high school, where he is working in English and able to understand what is going on. My experience with Carlos and so many others has been most rewarding to me.

My visit with Mrs. O'Keefe ends in one of her classes. She is demonstrating a Bamboo dance. As I leave, a Korean boy says, *"Anyanghi Kasipsiyo*—Go in peace." I have learned from him the response: *"Anyanghi Keseyo*—Stay in peace." □



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WHAT ABOUT HOMEWORK?

A system for disrupting family life.

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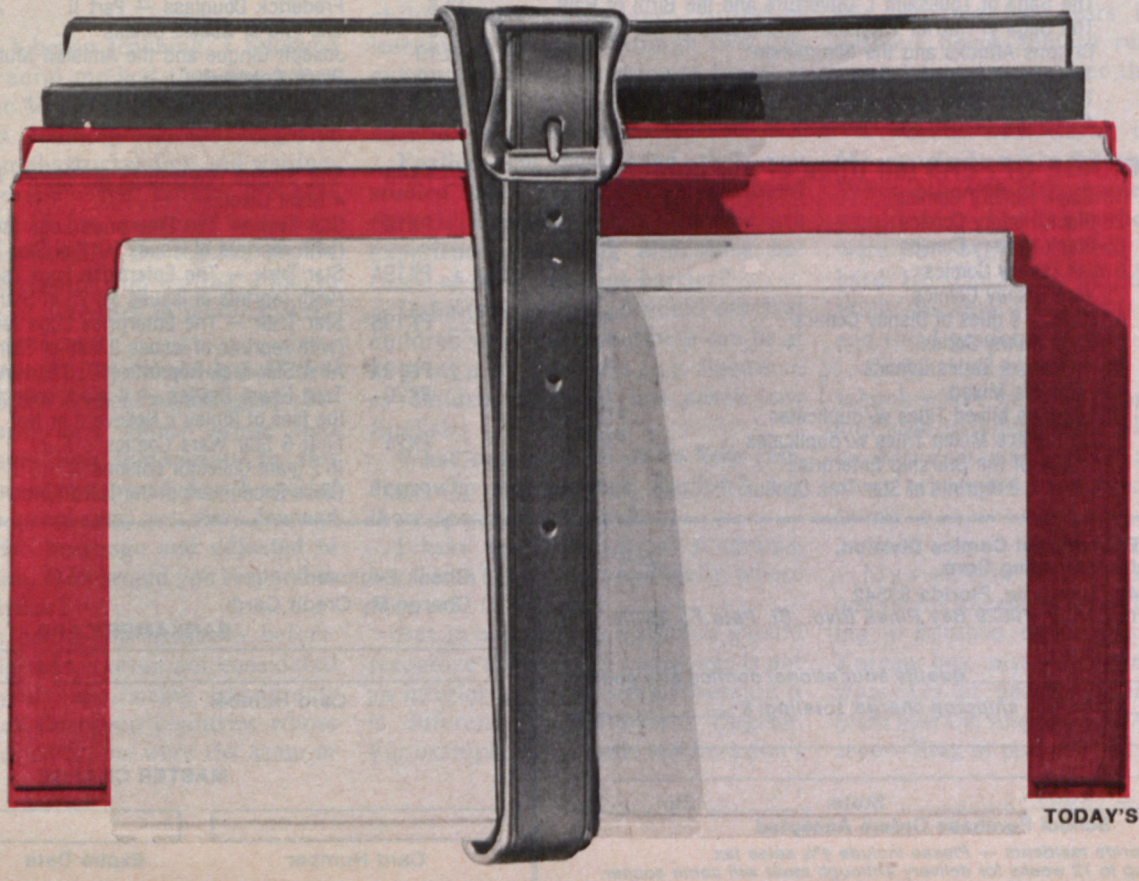
A bore. Busywork.

Homework. It's making a comeback as a hot topic in education circles—riding into prominence on the coattails of the back-to-the-basics movement. In many parts of the country, school boards are debating about making their systemwide homework policy more stringent.

Some of the debate results from parental pressure on school systems to work students harder. In some districts, administrators take the initiative in pushing for more homework. For example, several months ago, as a result of pressure from principals, the South San Francisco Unified School District School Board instituted a new



homework policy for secondary schools. It says that "homework should be assigned in all academic subjects and that its completion should be accomplished outside of regular school hours." The previous policy had only "encouraged" teachers to assign homework.

A junior high school student in the district, writing in his school paper, wondered whether the new policy was "hastily designed to please angered parents or for the benefit of students." He also wondered whether teachers would start assigning busywork just to fulfill the requirements.

In January of this year, the *American School Board Journal* asked its readers, who are primarily school board members and administrators, "Should homework be mandated?" Of those responding, nearly 63 percent said that homework guidelines should be "flexible" and that school boards should "encourage" teachers to assign homework but leave them to make the actual decisions about it. Only 18 percent favored requiring homework four nights a week. Eight percent wanted to mandate homework and place the issue on the bargaining table and into the teachers' contract. The other 11 percent felt that mandatory homework was not likely to be worth student or teacher effort.

Most teachers interviewed for this article would agree with the majority in the *School Board Journal* survey that teachers should make the decisions about homework. Almost all said they gave homework on week-nights but usually not on weekends or holidays. Although they claimed many parents were pressuring for more homework, the majority of the teachers interviewed said they had not increased the amount of homework they assigned. Many said the quality of student homework had deteriorated over the past few years.

Only one teacher interviewed for this article—a business education teacher in a high school in a disadvantaged neighborhood on the West Coast—said he gave no homework. He claimed most teachers in his school did the same, because if they assign it, students won't—or can't—do the work.

A May 4, 1978, *New York Times* article reported a similar situation in the New York City schools. According to the article, teachers in that city "agree that students are being asked to do less homework and of a less-challenging nature. And what they do turn in, even in schools where lengthy homework assignments are still given . . . is often of low quality." The article goes on to say that some teachers in slum-area schools say that they want to assign more homework than they do but that they have low expectations of pupil performance and that students either cannot or will not complete homework they are assigned.

Why the fuss about homework? Does it really make a difference in student achievement? Back in 1961, the editors of *Today's Education* asked June Grant Mulry to find out. An associate professor of education at the University of Pittsburgh at the time, Mulry discovered the following:

> There is little conclusive evidence available concerning the positive or negative effects of home study, either the regular assigned homework or the voluntary assignment. Although many articles have been written about homework or home study, most of them merely express a subjective viewpoint.

One of the more recent studies on homework—and one that made headlines in daily papers as well as education periodicals—is a study by the National Assessment of Educational Progress (NAEP). Following a nationwide assessment of mathematics in 1976, NAEP asked 10,000 17-year-olds questions about their after-school activities, primarily about watching television and doing homework. The 17-year-olds represented a wide sampling of racial and ethnic groups.

The findings: In general, students who reported doing the most homework and the least television watching performed best on the assessment. For example, those students who answered an average of 80 percent of questions correctly said they watched less than one hour of television a night and did more than 10 hours of homework a week. Those who said they received no assigned homework performed poorly on the assessment regardless of how much—or how little—television they said they watched. They answered an average of only 50 to 55 percent of the questions correctly.

Two other findings of this survey relate specifically to homework:

1. Those who said they had reading materials in their homes scored consistently higher on the mathematics assessment than those who said they did not. Seventeen-year-olds with newspapers in the home averaged 8 percentage points higher; those with encyclopedias or other reference books, 10 percentage points higher; and those with magazines, 13 percentage points higher than those who did not.
2. Not having a specific place to study at home did not make much difference in student performance on the assessment.

Whatever the research findings, teachers can safely assume that most of them will continue to assign homework and will continue to struggle with those who refuse to do it. Many teachers believe the struggle with homework delinquents would end if they and their colleagues observed the following don'ts:

Don't give assignments hastily at the end of a class period or at the end of a school day. Be sure students understand what they are supposed to do and why an assignment is important.

Don't give homework that includes concepts and ideas that you haven't explained in class or that you have explained but that many students don't understand.

Don't overload students with homework in the subject or subjects you teach. Some schools avoid problems in this area by establishing a homework schedule—science and social studies homework on Mondays and Wednesdays, math and English homework on Tuesdays and Thursdays—or a certain number of minutes of homework in each subject a night.

Don't forget that students need time for family and other out-of-school ac-

What About Homework?
(Continued)

tivities, such as Scouts, religious and civic groups, socializing with friends, part-time jobs, recreational reading, and, yes, television.

Don't assign humdrum, mechanical, and unchallenging work. Dr. Lee Salk's column, "You and Your Family," in the March 1978 issue of *McCall's* features a letter by a parent asking for advice on homework. The parent says her 10-year-old complains that her homework is boring and consistently puts off doing it. Dr. Salk replies that if this child procrastinates only about homework, "in all likelihood her homework itself is a problem. . . . If homework is boring or uninteresting, even the most highly motivated child would want to put it off for as long as possible."

A well-designed homework assignment, on the other hand, can attract students to learning. See the box accompanying this article for some ways to make homework interesting.

But what if students turn in homework that is not up to their ability? Or don't turn in anything at all?

In the first case, John Payne, a sixth grade teacher in New Orleans, recommends talking to the backslider in private, comparing homework with classwork. He may ask the student to redo the work.

Edith Shannon, a former Jonesboro (Arkansas) Senior High School teacher, now retired, recommends a technique she calls Second Bounce. If a student's first effort is unacceptable, the student can submit a second version, making corrections on the basis of the teacher's comments. If the second version is entirely correct, the student suffers only a 10 percent penalty on the grade.

This procedure requires double work for the teacher and the student, but it has its benefits. Shannon says, "Instead of merely glancing at his grade and chucking the paper into the wastebasket, the student really reads the comments on the paper and acts upon them."

If a student turns in a homework assignment that is almost totally wrong, Shannon advises, staple someone's correct copy to the wrong one and ask the student to make a careful copy of the correct one. The student who copies gets only partial credit for the assignment, of course.

If students simply don't turn in the work, John Payne calls the parents or penalizes the student on the report card. Almost all the teachers interviewed for this article agree with Payne on notifying parents about missing homework. Parents—if they follow up on homework—can be a great ally of the teacher and the school. Not all the teachers lower students' grades, however. Some prefer having students come in after school to do the assignment.

In 11 Los Angeles schools involved in Jesse Jackson's PUSH for Excellence (EXCEL) program, pledges produce homework. Students sign pledges promising to study each evening between 7 and 9 p.m. No interruptions from radio, television, or telephone. Parents also sign pledges to encourage home study and enforce the no-interruption rule. Fred Ollie, liaison with EXCEL from the Los Angeles Unified School district, says the pledges have produced improvements in homework in all 11 schools.

A device to keep children off the streets and away from the television set.

An opportunity for students to practice the skills they have learned in school or to reflect on the ideas presented at school.

Homework!

—**Elizabeth E. Yeary,** *assistant editor.*

Homework

Marcia McGuire, who teaches first grade in Jordan School District in Salt Lake City, says teaching her first graders to read is one of her main goals. To fulfill that goal, she asks them to read aloud to someone every night. That someone may be a parent, sister or brother, or neighbor.

When a child comes to school each day, he or she brings a note from home saying, "Jon (or Mary) has read *Little Red Riding Hood.*" Then McGuire and the pupil write the name of the book on a "bookworm" hanging on the bulletin board. Each child's reading record is on one segment of the worm.

McGuire says that over the past few years each child in her class has read between 100 and 500 books for homework during the school year. Some of the books, of course, could be read in a half hour. Nevertheless, the children are reading—and reading on or above grade level.

• In the October 1977 issue of *Learning,* Jean Gatch of Rapid City, South Dakota, says, "Rigidly scheduled homework is unfair. If you feel you must use homework, why not make materials available and allow the child to choose what he [or she] will do and, within limits, when?" She suggests a flexible plan—a full semester of enrichment activities that children can do at their and their families' convenience during the semester.

Her plan—the World Tour Plan—includes the following activities:

Make a map of somewhere you would like to go or someplace you have been. Put your map on the bulletin board.

Learn a new poem and say it for the class.

Make up a menu for one day's meals for your family. Go to the grocery store and price the food you need. Figure out what it would cost to make the meals.

Go to work with your father or mother or some other adult and find out what that person does. Write down all the reasons you would like to do the same job and all the reasons you wouldn't like to.

Make up a new game. Make all the

That Works

pieces you need to play it. Bring it to class and teach everyone how to play.

Read a book about a famous person. Make a hat or part of a costume he or she would wear. Wear it to school and tell everyone about the book.

• Ron Redfoot, sixth grade teacher at Stenwood School in Fairfax County, Virginia, agrees with Gatch's point about homework's being flexible. His students like his month-long research projects.

One of their favorites is one he calls Travel Packet. Each child picks a country he or she wants to visit. Then they all write business letters to travel agencies and ask for information about their countries. (Redfoot has already taught how to write a business letter. He provides a long list of names and addresses of agencies and makes sure no more than two children write to any one agency.)

The pupils also fill out passport applications and list in alphabetical order the things they will need in their suitcases. After they receive the information from the travel agencies, they read it, pretend they've arrived in the country, and write friendly letters home, describing the country and some of their experiences there. A few of Redfoot's pupils like "to travel" so much that they ask to do the assignment twice.

• John Payne, a sixth grade teacher in an inner-city school in New Orleans, says he uses TV with his students a lot. He has them watch *60 Minutes* every weekend—the students' favorite assignment. The class discusses the program Monday mornings. Payne also assigns watching other shows. From time to time, he has students write a sequel or a new ending to a show.

Payne says he stresses the basics with students, but they object to typical math assignments.

To spice up a metric assignment, Payne gave students strings with knots one meter apart and asked them to see how close they could get to 20 different pigeons. A student would edge up to a bird until it flew away, make a mental note of the pigeon's position, and measure the distance from his or her last standpoint. The next day students brought in their statistics and used them in working different problems, such as finding averages.

• Albert J. Marotta, a fifth grade teacher in Fonda, New York, reports on another popular homework technique—one that is applicable to secondary and elementary classrooms. He has prepared several hundred taped lessons in several subjects and worksheets to use with them. On a voluntary basis, students may take home portable cassette players with headphones and taped lessons for homework.

By listening to the tapes outside of school, some students can move at a more rapid pace than the rest of the class, others can review a lesson they didn't understand, and still others can catch up on work they missed due to absence. Marotta's students listen to tapes at home, riding in a car, and riding the bus to and from school.

• Edith Shannon, a retired Latin and English teacher from Jonesboro (Arkansas) Senior High School, recommends several unique homework techniques.

To avoid students' copying each other's homework, Shannon says, let them piggyback. On any assignment for the whole class, permit any student who is unable to do the work adequately to turn in a copy of a consenting student's work after discussing the work. According to Shannon, both students should report this on the assignment in a fashion something like this: "This is a copy of Wanda Willing's paper. She let me borrow hers because I couldn't figure out how to do it." And "Henry Harass copied my paper today." Shannon would grade Wanda on the quality of her work and give Harry three-quarters of that. Better than cheating. Of course, if Harry copies Wanda's or any other student's work more than once or twice, it's time for the teacher to find out why.

Shannon also recommends allowing teamwork, that is, permitting students to turn in a "joint production." The team hands in one copy of the assignment with the names of "all members of the production crew" and an explanation of who did what. Such a note might read, "Kate did about half of this to get the rest of us started, but we did our share after that."

At first, Shannon says, lots of students will want to work this way. Soon, however, the too-large-to-begin-with and the ill-assorted groups will break up. The two- or three-person groups that work together effectively may continue to operate throughout the school year.

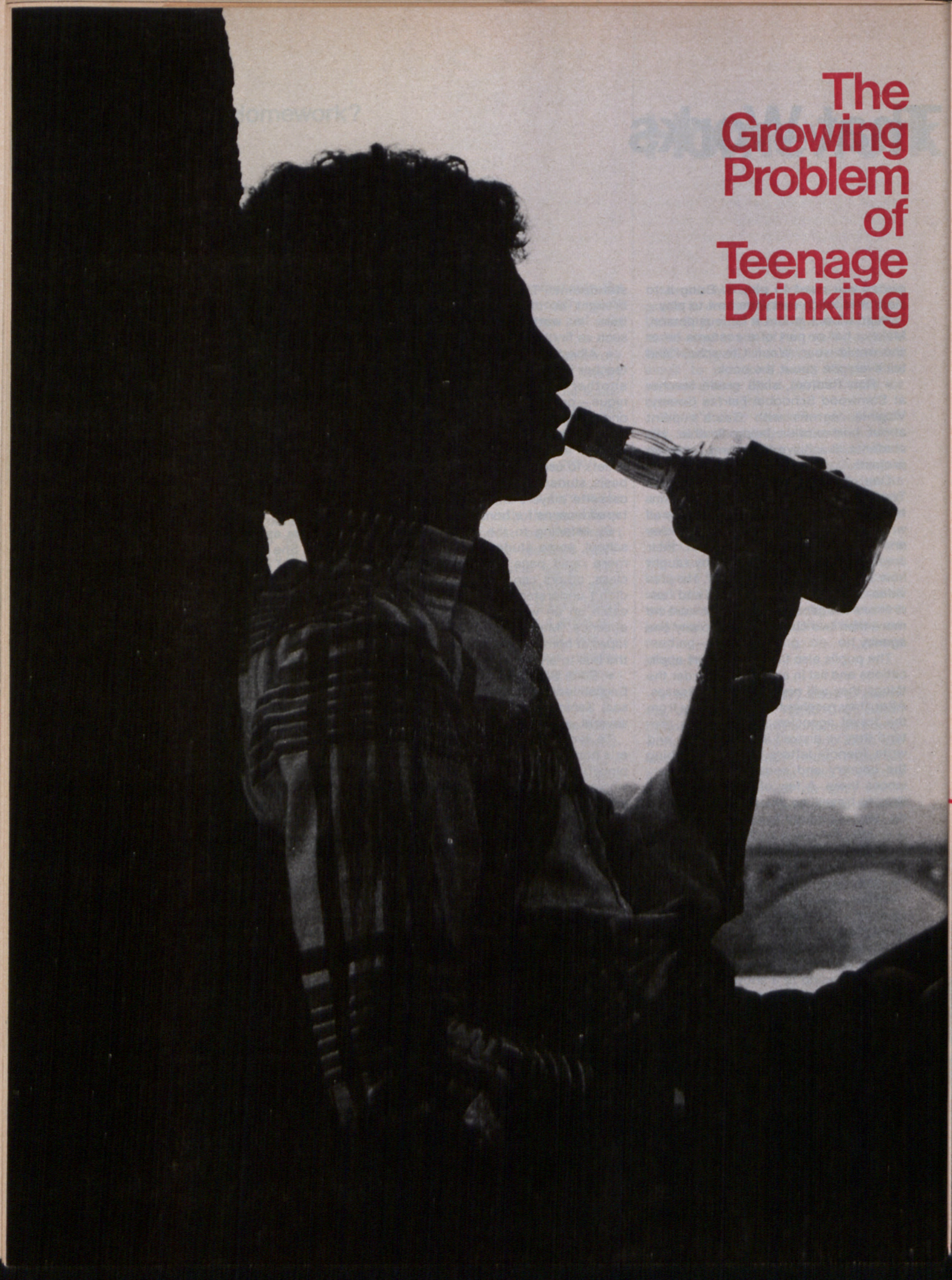
Shannon developed one technique she calls Rise and Shine to motivate her students in English classes to do a humdrum assignment like Read Chapter 10. She would announce a books-closed oral quiz on the chapter for the following day and tell students to make study notes at home which they could use during the quiz.

The next day, she would pass out a sheet with the questions for the oral quiz and give students 10 minutes to compare questions with their notes. They could use their books, too. At the end of the time, the quiz would begin.

Shannon would pull the name of a student from a pile of file cards. That student could pick a question from the sheet to answer orally. Shannon would grade the answer and mark the grade on the file card—and on to the next student and a new question. "After the ball is over," Shannon says, "everybody has a souvenir from this assignment. The teacher has a few grades to record, but no stack of papers to mark. Students have question sheets (annotated as the discussion progressed) to add to their first notes on the material, and they've reviewed questions that will reappear on a test."

Of course, as Payne notes, sometimes getting ideas is not the problem. "When I went into teaching, I thought the hard part would be coming up with new ideas for classwork and homework. But there are millions of great ideas. Books and magazine articles present them, and other teachers are always willing to share theirs. The hard part is deciding which idea will appeal to my class—which one will fit their needs."

—**EEY.**



The Growing Problem of Teenage Drinking

At the height of a recent season of graduation and end-of-school celebrations, the *Newark* (New Jersey) *Star Ledger* headlined, "Highway Carnage Linked to Grad-Season Drinking." The article quoted the rueful comment of Curtis A. Winston, acting manager of the New Jersey Office of Highway Safety, "It's a slaughter—it's unbelievable this June." (A record number of 83 highway fatalities had occurred in a 26-day period.) "We don't have a breakdown on age groups, but I can say that teenagers are way overrepresented, making up about half that figure," Winston said.

And so it goes, an almost endless litany of reports from across our country, belying the anesthetizing assurances of some researchers that all is well among adolescent drinkers. In *Why Our Children Drink,* Edmond G. Addeo and Jovita Reichling Addeo give a more realistic assessment of the scope of the drinking problem among teenagers: "The problem of increasing teenage drinking is almost epidemic."

Today, alcohol is a socially sanctioned drug used by the majority of Americans as a relaxant and socializer. Young people, as participants in the culture, reflect adult drinking habits and adult attitudes toward drinking. This is consistent with their mimicry of other behavioral patterns of their elders.

According to a study by the U.S. Department of Transportation, *Alcohol and Highway Safety,* half of America's high school students go to drinking parties at least once a month, and the majority of those who go to such parties (61 percent) admit to getting drunk at least once a month.

Only recently, a member of an emergency squad in a New Jersey community told, with obvious distress, how he helped pull the mutilated remains of six teenagers from a car wreck. One boy had a six-pack imbedded in his body. The speedometer had stuck at 95 mph.

Why would anyone use alcohol when such disasters can result? As a depressant drug affecting the central nervous system, alcohol creates a euphoric effect. It lessens inhibitions, releases tensions. The weak feel stronger; the unattractive, appealing; the dull, funnier; the timid, braver; and the inhibited, freer and more enterprising. It is easy to understand why this drug has been popular in social settings and, taken in moderation, has been a harmless social lubricant.

There is another side to alcohol, however, which dictates that it be used with caution. Alcohol is a toxic substance, which if taken in excess can cause a whole constellation of irritant effects on body organs. It slowly but inexorably moves to depress the brain. The upper or newer parts of the brain react first, and reasoning and decision-making ability are distorted. Memory, muscular coordination, and balance are sedated next, and finally the deeper and more primitive areas are depressed.

The weight, size, expectations, and experience of the drinker account for the variations in different people's reactions to alcohol. Among the more than 100 million Americans who drink alcoholic beverages, some 10 million become alcoholics. For these drinkers, alcohol becomes addictive.

In the December 1976 issue of *Annals of Internal Medicine,* the National Council on Alcoholism defines alcoholism as "a chronic, progressive, and potentially fatal disease. It is characterized by tolerance and physical dependency, pathologic organ changes, or both, all of which are the direct or indirect consequences of the alcohol ingested." The North Jersey affiliate of the National Council on Alcoholism thinks of the alcoholic as someone who drinks even though this practice is contraindicated from the health, home, and job points of view. Recovered alcoholics refer to active ones as "the guys who drink in between drinks."

Drinking causes serious physical, mental, family, social, and economic problems for both the alcoholic and the people around him or her. It is an

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By the REVEREND THOMAS J. PETRILLO
Community Organizer, National Council on Alcoholism of North Jersey Area, Inc., Montclair, New Jersey.

addiction associated with compulsivity. It develops slowly and progressively.

Educators can be critical participants in the battle with booze. Their importance should not be underplayed. If they are properly alerted to the latest preventive approaches and the warning signs of incipient alcoholism, their service to the young alcoholic and the community can be crucial.

Educators can learn the early signs of the disease and then take proper measures to help a young alcoholic. The following are some of the signs:

- A marked preoccupation with alcohol leading to frequent drinking.
- The onset of the blackout, a frightening inability to recall events.
- Loss of control over the amount and frequency of drinking, resulting in intoxication or stupor.

In addition, the alcoholic experiences considerable anxiety, concern, and guilt feelings that may make him or her hostile, angry, and resentful. In order to protect the addiction, the alcoholic erects a complete defensive system underscored by the classic denial syndrome. Alibis abound, and drinking is rationalized or blamed on those around the alcoholic; difficulties grow with the family and friends. Jobs are lost, or school is abandoned, and bouts with the law increase in severity. Unless the disease is checked, the alcoholic eventually enters the chronic phase of obsessive, solitary drinking that leads to benders or binges—the proverbial "lost weekend."

What can educators do to fend off the development of the disease or to check it from growing to the point of personal and familial devastation? They can be alert to basic preventive approaches and to the obvious clues that signal the presence of the disease. Educators can save the individual, his or her family, and the community a good deal of distress by an interested awareness and a willingness to explore a situation and possibly take action.

Any effort at prevention must be intelligent and well-thought-out. Students are quick to detect distortion of facts, lack of objectivity, or exaggeration. Educators should be exposed to teacher-training programs where they can evaluate their own attitudes about alcohol and alcoholism. Conferences, workshops, and summer schools are held across the country to introduce educators to new methods and materials on the subject of alcohol abuse.

Research and experience about drinking practices demonstrate that children begin to form attitudes about alcohol at an early age. Fifth and sixth graders are already sorting out their thinking and making assessments about the use of beverage alcohol. Consequently, I believe the time to introduce the subject in the curriculum is during elementary school. At that age, children can learn skills in responsible decision making and basic, accurate information about drinking.

The National Council on Alcoholism of the North Jersey Area recently launched an innovative "peer leadership program" about alcohol use and misuse. It entailed the training of a cadre of high school students to fan out over the North Jersey area to speak to, and interact with, fifth and sixth graders about alcohol use and misuse.

After proper training, the high school students go into local elementary schools to address the fifth and sixth graders. The message is a positive one: Alcohol is good if it is used in a sensible and reasonable way.

The high school students speak about alcohol, its effects, and its purposes. Then they ask their listeners to begin thinking about two basic decisions: Will I drink? If I decide to drink, will I drink sensibly and intelligently?

The results have been electric, and both sides have enjoyed the wattage! This type of program may be used in other school districts, preferably in conjunction with local Alcoholism Councils. (A brief description of this program is available free of charge, with a stamped, addressed envelope, from NCA, North Jersey Area, 60 South Fullerton Avenue, Montclair, New Jersey 01042.)

If an educator knows a student has a drinking problem, he or she should approach the student in a warm, accepting, nonthreatening manner. Being moralistic, judgmental, or punitive will simply alienate the teenager.

The educator must intimate that he or she recognizes the student's trauma. Remember, any time a youngster drinks there is a problem; he or she does not get drunk by accident. We have found that many teen drinkers are victimized by some underlying psychopathology.

The educator might turn to the principal, school nurse, or counselor for help in working with the student. This school "team" may wish to talk with the parents about the matter; they will need tact and communication skills in meeting parent resistance to the idea that something could be wrong in their household, with their child, or with their marriage. (A 1974 study of New Jersey high school students by Streit Associates found that lack of communication as perceived by the youngsters was a problem in the homes of those who were using alcohol and other mood-changing substances to share a group or peer experience.)

Educators can participate in the art of healing if they take sensible, decisive initial steps to motivate the youngsters to go for treatment. Young alcohol abusers must be confronted with their behavior; they must understand and face the consequences of their excessive drinking.

Finally, the effective educator knows what resources are available on this subject. Fortunately, literally hundreds of brochures, pamphlets, books, and films are available through local Alcoholism Councils. These Councils are staffed by helpful, knowledgeable people prepared to help schools.

Other organizations also can be helpful—Alcoholics Anonymous (AA), Al-Anon, and Alateen. Most Councils and alcoholism professionals warmly endorse these groups.

Where an Alateen group (which consists of the teenaged children of alcoholics) does not exist, a concerned educator may, by calling the local Al-Anon, bring this valuable resource to life. As alcoholism is a familial disease, many participating youngsters may, through the Alateen sessions, recognize early symptoms of alcoholism in themselves and head off later disaster.

Much can be done for those afflicted with this disease. A great deal of the suffering is preventable. No one need die from alcoholism.

All the civilizing forces of our society need to work on research and rehabilitation. Education and the educator can make an invaluable contribution in this noble endeavor. □

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"The Turned-Off" —Revisited

Every classroom teacher sometimes (or more than sometimes) encounters a student who is hostile and disruptive, who is failing and doesn't care, and who requires a disproportionate amount of effort. This resistant student may have other problems, too—drug abuse, excessive absenteeism, poor academic skills, trouble with juvenile authorities, volatile behavior, or a tendency to drop out of school without marketable occupational skills.

Ever wonder what happened to the Billy Bads of your classrooms of the past? Have they fallen victim to prison, drug overdose, prostitution, suicide, unemployment?

We teachers hear about the triumphs of our talented students. They come back to school on spring break and tell us about making the dean's list at the state university. Their parents tell us about these students' successes when we run into them at the supermarket. We read in the local paper of the awards and achievements these students have won.

By GARY PHILLIPS
Director, Learning Unlimited, North Central High School, Indianapolis, Indiana.

But the resistant learners seem to vanish from the earth when they vanish from our classrooms. We're left asking ourselves whether, with these youngsters, schools and teachers can make a difference.

Some partial answers to that question have come from a follow-up study of resistant learners. The study assessed the quality of their lives as adults in order to determine the impact on them of one high school program.

I had described these resistant learners in the September-October 1974 issue of *Today's Education*, in an article called "The Turned Off." The article gave suggestions, drawn from an alternative instructional program, for dealing with resistant learners. The program, Pontoon III, had already been designated an exemplary program for national dissemination by Title III of ESEA. It is still being implemented as an alternative school-within-a-school. Students in the program make contracts to complete academic work which they help select and evaluate, and they have a chance to work in the community or serve as volunteers.

In the follow-up study, I compared two groups of resistant learners five years after high school. Both groups had been selected for participation in Pontoon III on the basis of the following criteria: excessive truancy, excessive number of discipline referrals, academic failure, probation from juvenile court, expressed intention to withdraw from school, and overt or covert resistance to the learning process in the classroom.

One group, of 30 students, had participated in Pontoon III for two or more years; in this article, I call these students "participants." The other group, of 27, had been selected for Pontoon on the same criteria but left the program for one reason or another after one year or less; I call these students "nonparticipants."

The study results showed that yes, schools did make a difference to the group of resistant learners who had participated in Pontoon III for two or more years. Here are some of the results:

	Participants	*Nonparticipants*
Graduated from high school	90%	0%
Were presently employed	77%	37%
Had had some training beyond high school	42%	12%
Described high school experiences as beneficial in assuming an adult life role	87%	48%
Described themselves as able ("Never or rarely unable") to read and write with sufficient competence to meet adult role demands	90%	52%
Described themselves as able ("Never or rarely unable") to use math effectively when needed in adult role	86%	52%
Expressed satisfaction with their present vocation	64%	33%
Considered themselves successful as adults	67%	22%

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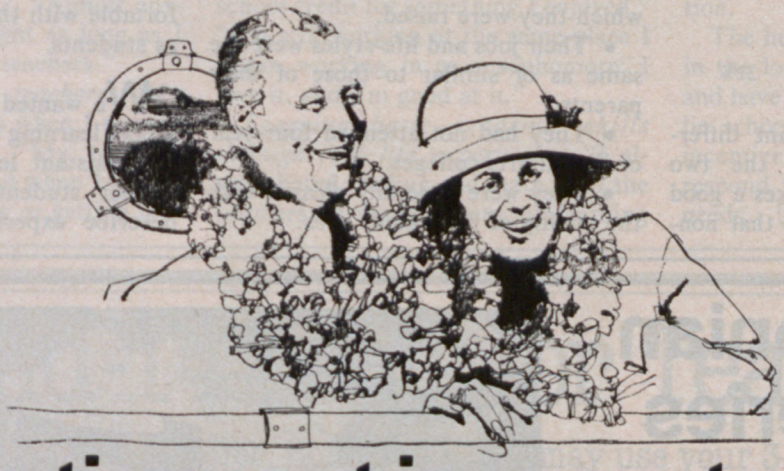

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Described themselves as successfully solving life's problems on a daily basis	66%	41%
Described themselves as pleased with their present adult life and expressed confidence that they could change their lives to maintain this level of satisfaction ("I like myself as I am but could change if I saw the need")	86%	56%
Were presently imprisoned	0%	8%
Had been arrested and/or hospitalized for drug or alcohol abuse	3%	22%

No statistically significant difference was found between the two groups' notions of what makes a good life. From this, I concluded that non-school factors determined these values to a greater extent than school experiences did. The participant group did most often select "family life" and "meaning in life" as preferred values, while the nonparticipant group selected "plenty of money" and "adventure" as preferred values.

The greatest statistically significant difference between the two groups on a Chi Square Analysis was in their "efficacy." The participant group described themselves as "having determined my own destiny or made my life what it is," while the nonparticipant group described their lives as "having been determined by forces over which I have no control; I'm a victim of my environment."

The two groups were alike in that—

- As adults they chose to live in the community and neighborhood in which they were raised.
- Their jobs and life-styles were the same as or similar to those of their parents.
- They had not attended four-year or liberal-arts colleges.
- They were generally pleased with the quality of their adult lives.
- They judged their present success or failure according to their own criteria, defining success as "a steady job that I enjoy," "a good marriage and children," "lots of friends," and "few problems (arrests, illnesses, divorces, or accidents)."
- They judged each other in more negative terms than they did themselves, e.g., "Would you believe that John, who was so rowdy in high school, is married and really settled down?"
- Most of them were married and had children by the time they were 20 or 22.
- Nearly all of them expressed shame and regret about their behavior in high school. Most had difficulty talking about the past. They were much more content to describe their present "successes" or "problems." As adults, they seemed much more comfortable with their roles than they did as students.

We wanted to find out what high school learning experiences had helped the resistant learners. We asked the former students in both groups to describe experiences in high school

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that had had positive or negative impact on their development as adults. We found that in both groups, experiences that some considered positive others considered negative.

From this, I concluded that any learning activity that is powerful enough to have positive impact is also powerful enough to be potentially destructive to some—e.g., community-based activities or freedom to choose learning activities by contract.

Here are some of the students' descriptions of learning experiences that they judged valuable, listed in order of number of responses.

Personalization of the instructional process. "My teachers treated me as a person of value." "The teachers understood my weaknesses and tried to help me improve." "Teachers didn't compare me with others but judged me on my own improvement." "Almost anything I did was all right as long as I could defend it to the teachers."

Relationships with teachers. "My teachers liked me even when I messed up now and then." "My teachers trusted me." "I felt bad when I let the teacher down by failing or getting into trouble." "Teachers didn't hassle me, but they cared."

Student responsibility for decisions. "I could decide some things about how, what, and when I learned." "It was all up to me, nobody forced me, I got more done that way." "I learned to pull my own weight and to make decisions." "The contracts taught me to be responsible and to keep my word on commitments."

Relationships with others. "I miss my teachers and friends." "We were really close as a group; we still visit each other." "I learned to handle situations, like talking it out instead of fighting."

Use of the community as a learning base. "I liked being allowed to be with adults on my work experience." "I've always been more successful on the job than in school; it was really nice to get school credit for something I enjoyed." "I'm still working at the same place I began working in as a sophomore; I love it, and I'm good at it."

Learning basic academic skills through real life experiences. "I always hated reading and math until the teachers let me complete my learning contracts by doing things that made sense to me." "I learned to enjoy learning—even reading; I still read a lot." "I couldn't even read when I went to Pontoon as a sophomore—now I can read, write, and do math." "I am proud of what I learned, but I could have done better if teachers had pushed me."

The students in the follow-up study had originally come into the alternative program because their teachers found they met the criteria for resistant learners. The study suggests that there is hope for some hell-raisers when they can get their schooling in an alternative program like Pontoon III. Resistant students can become productive, happy adults. Schools can have positive impact even on students who have severe learning, achievement, and social problems as a result of deprivation.

The hell-raisers are likely to remain in the local community and to marry and have children who also attend public schools. Schools thus have ample incentive to adjust their programs to respond to these students' distinctive needs. □

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$60	Member Only	35.90	42.50	57.50	95.90	120.50	
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	Member & Spouse	94.90	112.50	152.50	254.90	320.50	
	Member, Spouse, Children	122.10	139.70	173.30	272.50	337.10	
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What NEA Expects from Congress

NEA has three major long-range legislative goals. While none is fully achievable in the 96th Congress which begins in January 1979, work will be done with individual members and the leadership to secure understanding and support as an interim step to establishment of a climate for eventual success.

1. *One-third federal funding for education at all levels.* It is estimated that by the close of the 96th Congress the total national expenditure for public education will be in the range of $80 billion. For a decade, the federal contribution to education has hovered under 10 percent—8.3 percent in fiscal year (FY) 1978.

Education is one of the major enterprises of this nation. Some 60 million citizens—nearly one-third of the total population—are directly engaged in education as teachers or students in public and private elementary, secondary, and postsecondary programs.

NEA believes that this one-third funding must be delivered through a two-part approach: a program directly supporting the maintenance and operation of schools and a continuation of programs that focus on special problems of national concern (though not necessarily of national applicability), for example, education of the handicapped, education of citizens with limited English-speaking ability, and education of American Indians.

To achieve one-third funding gradually, NEA will continue its work to increase annual appropriations for existing federal programs and to redesign authorizing legislation in order to provide adequate and equitable federal support for education, improve the nature and content of education programs, and improve the administration and management of education programs at all levels.

2. *Federally guaranteed collective bargaining rights for teachers.* NEA pursues, as its highest nonfiscal legislative priority, enactment of a federal law guaranteeing to teachers the bargaining rights that workers in the private sector have enjoyed for more than 40 years under the National Labor Relations Act. NEA encourages a similar firm commitment toward bargaining from other public employee organizations.

During the 96th Congress, NEA will work with key members to determine the most feasible constitutional and political strategy to use in seeking enactment of a federal collective bargaining statute. Constitutional approaches to be pursued will involve the First and Fourteenth Amendments and the Commerce and Congressional Spending Powers Clauses.

3. *Teacher Retirement.* NEA strongly opposes mandatory Social Security coverage for teachers and others not presently under the system as a device for sharing up the system's finances. Instead, alternatives such as partial funding of Social Security from general revenues should be explored. The imposition of universal Social Security would sacrifice a long-held principle about retirement for a short-term solution to the fiscal plight of the Social Security system. NEA believes that funding medical and disability benefits from general sources might more realistically restore the integrity of pension funds financed through payroll contributions to Social Security.

NEA retains its long-range goal of enactment of some form of mobile teacher retirement legislation. However, since this issue cannot be separated from the other retirement issues of Social Security and retirement tax credits, NEA will pursue mobile teacher retirement legislation in relation to these issues in the 96th Congress.

Legislative Objectives To Be Secured in the 96th Congress

1. *Education for the handicapped and teacher centers.* As far as classroom teachers are concerned, the two federal initiatives of recent years that have the most impact in the classroom and on the classroom teacher are the Education for All Handicapped Children Act (PL 94-142) and the teacher-center legislation (PL 94-482). Teachers applaud these programs but see crucial modifications that must be made. NEA will work to this end.

The Education for All Handicapped

Children Act has two glaring flaws that NEA seeks to remedy. First, the formula as enacted cannot provide sufficient funds to defray the additional costs of educating handicapped children. NEA supports revising the formula to provide at least 40 percent of those costs for each fiscal year commencing immediately instead of gradually rising to that percentage in FY 1982. Second, provision must be made in the law for a teacher-training component that would provide funds for in-service education to help teachers to meet the children's educational and noneducational needs in classroom situations.

The teacher center legislation generated great excitement among NEA members. Unfortunately, the first-year appropriation was so modest that very few teachers could participate in the program. NEA proposes two concurrent steps to expand the operation of the program: on the one hand, NEA should fight for full funding—the $75 million which is currently authorized; and, on the other hand, as the enabling legislation comes up for reauthorization, NEA should seek an expanded allowable level of funding—to $150 million.

2. *Higher education, preservice and in-service teacher education, vocational education, and educational research.* Because major programs in these areas are scheduled to expire during the 96th Congress, it is expected that Congress will devote considerable energy and attention to modifying and reauthorizing them. NEA has historically supported the thrust of most of these programs and will use the course of the reauthorization through the legislative process as a vehicle to advance the Association's views as to how these programs should be changed to improve them.

The major education programs expiring during the 96th Congress (1979-80) that benefit higher education students are—

- Community Service and Continuing Education; Lifelong Learning (expires FY 1979)
- Student Assistance (expires FY 1979, except guaranteed loans [FY 1980] and work-study [FY 1982])
- Public Health Service Act—Insured Loans to Graduate Students in Health Professions (expires FY 1980)
- Improvement of Undergraduate Instruction (expires FY 1979)
- Graduate Programs (expires FY 1979)
- Law School Clinical Experience (expires FY 1979).

Expiring programs that benefit higher education institutions are—

- College Library Assistance and Library Training and Research (expires FY 1979)
- Strengthening Developing Institutions (expires FY 1979)
- Construction and Renovation (expires FY 1979)
- Community Colleges (expires FY 1979)
- State Postsecondary Education Commissions (expires FY 1979)
- Funds for Improvement of Postsecondary Education (expires FY 1979).

Expiring programs that benefit preservice and in-service education are—

- Teacher Corps (expires FY 1979)
- Teacher Centers (expires FY 1979).

It should be noted that while teacher centers and Teacher Corps are technically programs established by the Higher Education Act, their primary clientele consists of future elementary-secondary teachers, and the programs have little to do with postsecondary education.

The expiring program that benefits vocational education is—

- Vocational Education Act—Emergency Construction Assistance for Vocational Facilities (expires FY 1980).

The expiring program that benefits educational research is—

- National Institute of Education, PL 92-318 (expires FY 1979).

Federal aid to postsecondary education takes two major forms: direct assistance to students through grants and loans and limited direct assistance to institutions for maintenance and operation. This structure of assistance contrasts markedly with the federal pattern in elementary and secondary education in which there is no direct student assistance and the bulk of assistance goes to state and local education agencies for program operation.

During the remainder of the 95th Congress, the Committee on Legislative and Financial Support for Public Education will oversee a study on aid to postsecondary education, its problems, its funding structure, and how these factors fit together.

3. *Appropriations.* Appropriations for virtually all federal programs are reviewed and renewed on an annual basis. Thus NEA will have two chances to increase federal outlays for education during the 96th Congress.

NEA's aim for appropriations during the 96th Congress is a $3.25 billion increase in education outlays over FY 1979 appropriations. This would represent an increase in appropriations of some 35 percent and would increase the total federal share of support for education to about 13 percent. This increase would, of course, be spread over the numerous federal education programs.

While NEA will work to secure increases in all programs, major areas where these increases should fall are—

- Compensatory education (Title I of ESEA)
- Education for the handicapped (PL 94-142, and implementation of Section 504 regulations [removal of architectural barriers] under PL 91-230)
- Teacher centers
- Bilingual education
- Indian education
- Impact aid (PL 874 and 815, 81st Congress)
- Student financial assistance (higher education)
- Desegregation assistance (Emergency School Assistance Act)
- Vocational and adult education. □

This article has been adapted from the 1978 Report of the NEA Standing Committee on Legislative and Financial Support for Public Education.

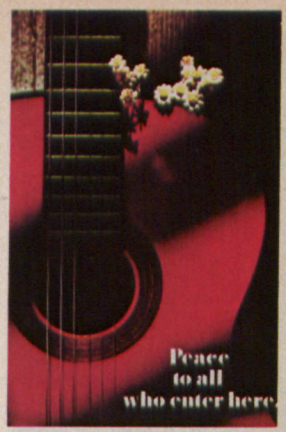
The foundation of all NEA's legislative interests, pursuits, and activities is in policy adopted by the governing bodies—the Representative Assembly, the Board of Directors, and the Executive Committee. All existing laws or pending bills, and legislative issues or proposals in any session of any Congress, are carefully evaluated for their compatibility with NEA policy as reflected in the program budget, resolutions, new business items, and actions of the Board of Directors. NEA supports legislation that advances the objectives of the Association and opposes legislation that is not in the best interests of public education or of the Association as defined in policy.

2227 Think twice.

2203 You're special.

2284 Jesus is the Way.

2319 When you come to the end of your rope, make a knot, and hang on.



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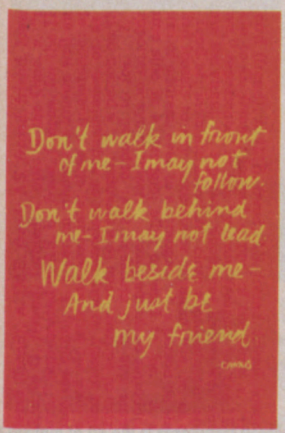
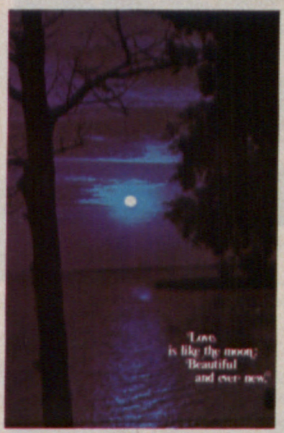
2120 Time flies, suns rise and shadows fall. Let time go by. Love is forever.

2302 Yes, Lord God, I believe.



398 Don't walk in front of me—I may not follow. Don't walk behind me—I may not lead. Walk beside me—and just be my friend.



2417 Love is like the moon: Beautiful and ever new.

2399 To know me is to love me.

2456 If you want a friend, be a friend.

2187 We're all in this together.

2479 I always see better with my heart.

630 There can be no rainbow without a cloud and a storm.

2353 Do not pray for an easy life. Pray to be a strong person.

2397 The pursuit of truth will set you free—even if you never catch up with it.

Happiness is like a butterfly.
The more you chase it, the more it will elude you,
but if you turn your attention to other things,
it comes and softly sits on your shoulder.

370 Happiness is like a butterfly. The more you chase it, the more it will elude you. But if you turn your attention to other things, it comes and softly sits on your shoulder.

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2186 We need each other.

2280 See, I make all things new.

756 Things take time.

724 When life gives you lemons, make lemonade.

2166 We do not remember days, we remember moments.

*2337 Big shots are only little shots who keep shooting.

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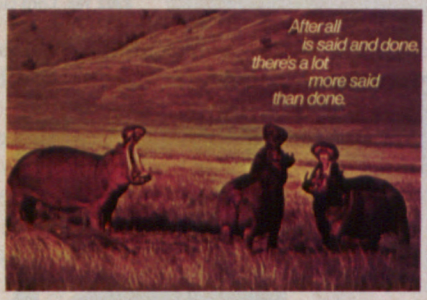

2183 After all is said and done, there's a lot more said than done.

2092 A ship in a harbor is safe, but that is not what ships are built for.

2196 I may have my faults, but being wrong isn't one of them.

2446 Happiness is the art of making a bouquet of those flowers within reach.

2393 Things are always at their best in their beginning.

2237 Patience: there is no short cut through the forest of life.

2453 Even the greatest creations start from small seeds.

354 Happy are those who dream dreams and are ready to pay the price to make them come true.

404 Jesus of Nazareth requests the honor of your presence at a dinner to be given in his honor.

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Please write your complaint in the square below. Write legibly.

2208 Complaint Form: Please write your complaint in the square below. Write legibly.

2226 In every living thing is the spirit to be free.

2475 Nothing is ours, but time.

2330 Climb high, Climb far, Your goal the sky, Your aim the star!

715 No goal is too high if we climb with care and confidence.

2219 It is hard to be good.

2425 Serenity is not freedom from the storm but peace amid the storm.

2019 God is nearer to us than we are to ourselves.

716 To wonder is to begin to understand.

2344 I wake up slow.

2407 Happiness is found along the way, not at the end of the road.

448 There are two ways of spreading light: to be the candle or the mirror that reflects it.

660 They can because they think they can.

2158 The secret of success in life is for a person to be ready when his opportunity comes.

2121 When you dream, dream big!

2283 If you don't feel strong enough, try the Bread of Life.

2438 Hold to a true friend with both your hands.

2281 Slow me down, Lord.

2259 Be true to your own highest convictions.

2081 It is not how much we have, but how much we enjoy, that makes happiness.

2367 The more I study, the more I know. The more I know, the more I forget. The more I forget, the less I know. So why study?

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___	438	Peace to all
___	448	There are two
___	460	The deepest
___	630	There can be no
___	660	They can because
___	687	No act of
___	715	No goal is too
___	716	To wonder is
___	721	A dreamer lives
___	724	When life gives
___	756	Things take time
___	760	If you do not
___	856	All I have seen
___	892	It's good to be
___	2019	God is nearer
___	2081	It is not how
___	2092	A ship in a
___	2120	Time flies, suns
___	2121	When you dream
___	2158	The secret of
___	2166	We do not
___	2183	After all is said
___	2186	We need each
___	2187	We're all in this
___	2196	I may have my
___	2203	You're special
___	2208	Complaint Form
___	2219	It is hard to be
___	2226	In every living
___	2227	Think twice
___	2237	Patience: there
___	2259	Be true to your
___	2280	See, I make all
___	2281	Slow me down
___	2283	If you don't feel
___	2284	Jesus is the Way
___	2293	May the peace of
___	2297	I have come that
___	2302	Yes, Lord God
___	2319	When you come
___	2330	Climb high, climb
___	2337	Big shots are
___	2344	I wake up slow
___	2353	Do not pray for
___	2367	The more I
___	2393	Things are always
___	2397	The pursuit of
___	2399	To know me is
___	2404	One is nearer
___	2407	Happiness is
___	2408	Take life one
___	2417	Love is like
___	2425	Serenity is
___	2438	Hold to a
___	2439	Everybody has
___	2446	Happiness is
___	2453	Even the
___	2456	If you want
___	2469	You have only
___	2475	Nothing is
___	2479	I always see

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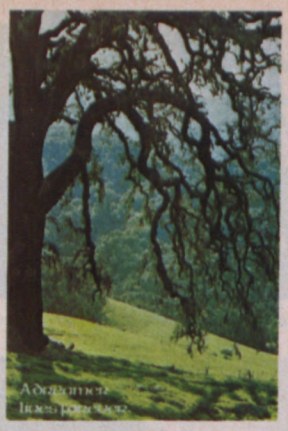
687 No act of kindness, no matter how small, is ever wasted.



721 A dreamer lives forever.

2297 I have come that you may have life and have it more abundantly.

2408 Take life one day at a time.

2404 One is nearer God's heart in a garden than anywhere else on earth.

760 If you do not understand my silence, you will not understand my words.

2439 Everybody has a right to my opinion.

856 All I have seen teaches me to trust the Creator for all I have not seen.

460 The deepest feeling always shows itself in silence.

892 It's good to be petted a little, praised a little, appreciated a little.

2293 May the Peace of Christ be with you.

2469 You have only to open your eyes to see the hand of God.

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Little Dogs of the Prairie. Jack Denton Scott. Photographs by Ozzie Sweet. Watch, look, listen! An appealing introduction to this vanishing species of American wildlife—its habits, habitat, and ecological significance. Putnam. $7.95.

The Amazing Dandelion. Millicent E. Selsam and Jerome Wexler. Clear, crisp photographs capture the beauty and perseverance of a hardy plant often considered a nuisance. Morrow. $5.95.

Child of the Owl. Laurence Yep. While living with her grandmother in San Francisco's Chinatown, Casey learns to appreciate her heritage, despite cultural and generational conflicts. Harper. $5.95.

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Hobberdy Dick. K. M. Briggs. A hobgoblin's responsibility to guard, guide, and govern life at Widford Manor brings him into conflict with both Puritans and spirits. Greenwillow Books/Morrow. $6.95.

Trial Valley. Vera and Bill Cleaver. Sixteen-year-old Mary Call Luther's strength and love are severely tested when the needs of an abandoned child conflict with her opportunity for an expanded life experience. Lippincott. $7.95.

I Am the Cheese: A Novel. Robert Cormier. In this complicated, chilling novel of the savagery of modern society, Adam mentally relives his past while facing the interrogation and trauma of his present life as a "guest of the government." Pantheon. $6.95.

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Dogsbody. Diana Wynne Jones. His power circumscribed by the physical limitations of his dog body, the exiled Dog Star Sirius struggles to aid the daughter of an Irish political prisoner and to complete a perilous quest of his own. Unusual seriocomic science-fantasy. Greenwillow Books/Morrow. $6.95.

Struggle and Lose, Struggle and Win: The United Mine Workers. Elizabeth Levy and Tad Richards. Photo essay by Henry E. F. Gordillo. Well-written portraits of its leaders and a moving photographic essay objectively trace a labor union's development. Four Winds. $6.95.

A Summer To Die. Lois Lowry. Illustrated by Jenni Oliver. Meg's gradual acceptance of her older sister's approaching death develops as she explores relationships with an elderly photographer, a modern young couple, and her own parents. Houghton. $6.95.

Dragonsinger. Anne McCaffrey. This detailed science-fantasy invites the reader into the world of gifted, headstrong Menolly as she pursues her musical studies and struggles to gain acceptance in Harper Hall. A sequel to *Dragonsong*. Atheneum. $7.95.

All Ages

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Chess for Children, Step by Step: A New, Easy Way To Learn the Game. William Lombardy and Bette Marshall. Photographs by Bette Marshall. Chess art by John Schnell. Presents a unique approach for beginners through the use of the pawn in combination, one at a time, with each of the other chess pieces. Little. $8.95.

(continued on page 123)

Classroom Tips

READING

By JANE TYLOR FIELD

Retired Teacher of English and Creative Writing, Chula Vista, California.

These are suggestions made or collected by Ms. Field, and she urges NEA members to send in interesting and useful teaching ideas on the elementary and secondary levels for possible use in future issues of Today's Education. *Ms. Field asks that those who submit classroom tips keep copies of their material, as she cannot return the originals.*

Mail suggestions to Box CT, Today's Education, *1201 16th St., N.W., Washington, DC 20036.*

Recently, I spent an hour looking through magazines, collecting trademarks and other commercial names that are spelling perversions, e.g., Klean-Rite, Tru Test, Strypeeze, Terri towels, Miracle-Gro, La-Z-Boy, Kool, Krispy, Treet, Spred. My hypothesis was that product naming, advertising, and television commercials might have some responsibility for the difficulties contemporary children are said to have with English.

I also thought about the youngster in the TV commercial who asks his mother, "Who cares?" And she replies, "Your father—and *me.*" (My italics.) I seethed over the proliferation of "you knows" that substitute for conversation on talk shows. No wonder an impression of illiteracy among children is widespread; it seems to be all around them.

Then came the evening paper, and what do you know! A study of reading skills of Indiana schoolchildren shows that today's sixth graders outscored sixth graders of 1944-45 by eight months when their scores were adjusted for differences in age. Similarly, today's high school sophomores outscored those of 1944-45 by 10 percentile points. How marvelous to read something positive about today's education system!

Then I remembered. In the 1940's, advertisers wrote about Nehi soft drinks and the U-No (candy) Bar, and people used to say "uh" all the time.

Nevertheless, learning to read is difficult for many children, and teaching reading is often frustrating. For that reason, this column consists entirely of ideas for the successful teaching of reading.

Bonnie Saunders of the Central Bucks School District in Pennsylvania suggests Operation Road Rally.

Ms. Saunders had been working with boys aged 13 to 15 in a combined English and social studies class. All were interested in cars, but none was much interested in reading—until invited to participate in the road rally.

In preparation for the activity, Ms. Saunders obtained tear-sheet road maps at a local service station. (Service stations seem no longer to be giving away the traditional road maps.)

For the first assignment, she gave each student a map and a Road Rally Entry Form as he entered the classroom. The form was a ditto decorated with drawings of cars and road signs. At the top were blanks for such "official" information as driver's name, rally date, car make and model, license number. Below this were blanks for "place of departure" and "place of arrival."

Ms. Saunders told the class to list Boston as the place of departure. She showed them how to find it on the map, using the marginal index. They briefly discussed following compass directions, and then with "engines started," they were off.

She directed the drivers orally from Boston. Their job was to follow her directions on the map until they reached the unknown destination, which turned out to be a small town in western Pennsylvania. For this first rally, they used major routes, and most reached the destination easily.

On the second rally, the route was circuitous. Some of the weaker map readers got lost. However, undefeated, they just said, "Let's try it again."

On another day, she gave students hand-written directions and a time limit to reach their destination. Later, they began writing their own directions and exchanging them with one another. When some students traded places with Ms. Saunders, directing the group while she functioned as a driver, they did their best to lose her along the road.

Students also worked with large state and county maps, learning such details as the symbols for classes of roads and for determining the mileage between points. By the end of the project, they

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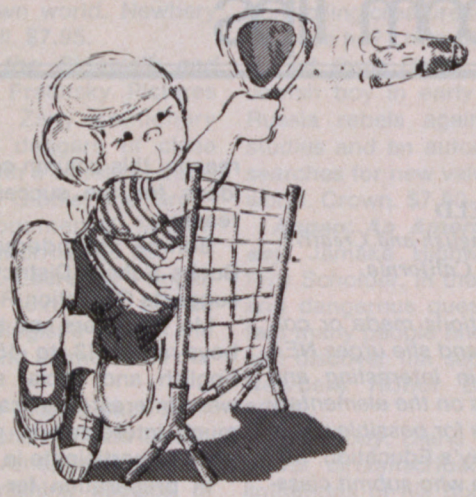
An innovative eye-hand coordination program. An exciting classroom sports activity. An affordable price for schools at only $19.95.



Here's an indoor paddle game both challenging and fun. It's called "HOT TENNIS" and in conjunction with the new HOT TENNIS "SUPER POPPER" PROGRAM, it's more than fun and games—it's also a way to help improve basic motor skills in children ages 5 to 12.

HOT TENNIS: THE IDEAL SCHOOL SPORTS ACTIVITY

Though similar to badminton, HOT TENNIS is in a class all by itself. And since it can be played in an area as small as 6 x 12 feet, it's perfect for the classroom. It's easy to set up, easy to learn, and loads of fun to play for 2, 3 or 4.

The secret of HOT TENNIS is the "Hot Bird," which has been designed to travel only a short distance no matter how hard it's hit.

HOT TENNIS "SUPER POPPER" PROGRAM: SPECIALLY DEVELOPED FOR SCHOOLS

Studies have proven what educators have known: Sharpen a youngster's basic motor skills and you've got a better chance of improving his learning skills.

Properly administered, the HOT TENNIS "SUPER POPPER" PROGRAM can help produce significant gains in agility, coordination and total body response. Additionally, it's great fun for the child, offers him a tangible incentive in the form of special "SUPER POPPER" achievement badges, and helps prepare him for many other athletic activities.

A STEP-BY-STEP METHOD TO IMPROVED EYE-HAND COORDINATION

The HOT TENNIS "SUPER POPPER" method involves several steps which may be mastered at each child's individual pace. The first two steps consist of hitting green and yellow "Hot Birds," which are hung from a ceiling to approximately waist height. The child swings at the "Bird" with a HOT TENNIS paddle until he is able to hit it correctly and consistently—starting with the green "Bird" which swings slightly slower; then progressing to the yellow (faster) "Bird."

You and the child can tell when the "Bird" is hit correctly by the "pop" sound made.

Once the child has mastered the first two steps, he begins playing HOT TENNIS—first with the green "Bird," then with the yellow "Bird." As more and more students reach this level, exciting HOT TENNIS matches can be easily organized.

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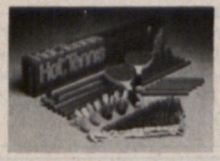
Achievement levels for each student and/or class are established by the teacher, and handsome "SUPER POPPER" badges are awarded at her discretion. A child wears one of these badges with pride. It tells his classmates he is an achiever!



HOT TENNIS GAME SET INCLUDES: 2 sturdy paddles, 4 "Hot Birds," frame, net, rules and instructions.

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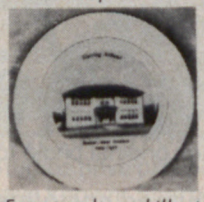

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NATIONAL SYMPOSIUM: Targets For School Improvement, October 18-20, 1978, at the Palmer House, Chicago. Speakers include: Harry Broudy on the benign uses of technology for education; Jacob W. Getzels on problem finding and the invention of solutions; John I. Goodlad on better education: facts and myths; Lawrence Kohlberg on teaching toward human justice; Louis Rubin on the educational product and consumer satisfaction; Ralph W. Tyler on school centered educational reform. Sponsors: Department of Elementary and Early Childhood Education, College of Education, University of Illinois at Urbana-Champaign. Information, registration, materials available from Edward F. Cloutier, Symposium Coordinator, 390 Education Building, University of Illinois, Urbana, Illinois 61801.

CLASSROOM TIPS
(continued)

were good at map reading as well as at giving and following oral and written directions. Having found a congenial purpose for reading, they enjoyed doing it, if only on this limited basis.

Fourth graders at the Manzanita Elementary School in Grants Pass, Oregon, can tell whether or not a book is too hard for them. This is their system:

Open a book to a page near the middle that is filled with print and has no pictures on it. Read silently, and hold up a finger for every unknown or unreadable word. If only one or two fingers go up per page, the book is too easy; five or more, and the book is too hard. Three or four fingers mean the book should be just right.

According to the U.S. Office of Education, which publicizes locally developed programs it regards as successful, Manzanita teachers make reading fun and exciting not least because of their book choices. Selecting books with provocative titles, such as *How To Care for Your Monster, M for Mischief, The Enormous Egg, Snake in the Car Pool,* and *Amelia Bedelia,* the teachers tell enough about each book to entice the children to read it for themselves.

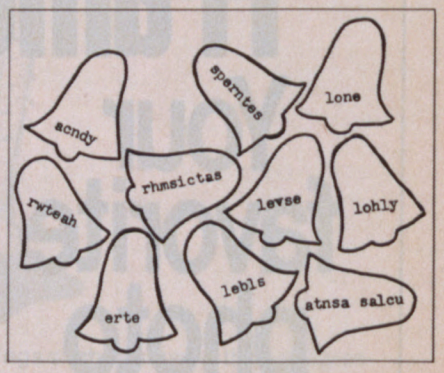
Children read the books in one of three ways. They read silently alone, take turns reading with a buddy, or read a book aloud and discuss it as part of a group. This last practice helps more than the other two to develop children's vocabulary and comprehension.

These youngsters also work on phonics packets prescribed individually on the basis of diagnostic tests. Tommy, for instance, will find in his phonics packet the sound he needs to work on that day—perhaps soft C. As soon as he learns it well, he'll get another. But in a month, he'll be retested on soft C, just to make sure he remembers.

Teachers keep daily records and chart each child's progress carefully. If Tommy develops a problem, he backs up for more training through additional activities that focus on the deficiency.

All of this special treatment has produced real gains. Begun 10 years ago because of declining scores on reading tests, the program reversed the downward trend, bringing scores generally up to or above grade level and keeping them there. Program officials also say it is fostering a definite love of reading in children.

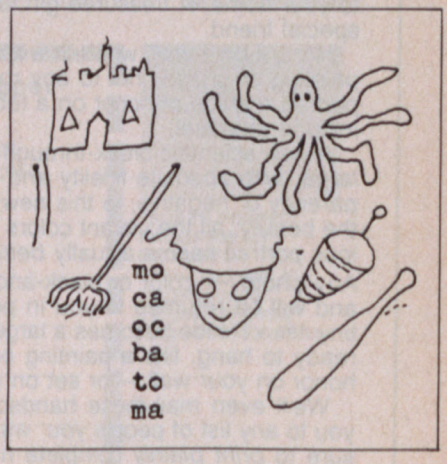
Children love word puzzles. Here is one from an idea book published by Indiana's Northeast UniServ Unit. Its creator is Ann Keith of the Central Noble Teachers Association. Her idea can be adapted for any holiday: feathers on a turkey, cupids on a big heart, cherries on George's tree, or bells for a Christmas tree (as shown in the diagram below).



All of these bells have jumbled holiday words on them, but they need your help before they can go on the Christmas tree. "Please unscramble us, cut us out, and put us on your Christmas tree in alphabetical order."

Gertrude Healy of the Walter C. Black School in East Windsor, New Jersey, sends in a suggestion for teaching reading readiness to kindergartners. Children who have mastered letter sounds, she says, should not move directly to decoding three-letter words. First, they should learn how to blend two letters—a consonant and a vowel, a step she believes is often underemphasized.

She makes charts like the one below that list pairs of consonants and vowels and contain drawings of things whose names begin with the listed pairs. When a child can say the blends on the chart perfectly, Ms. Healy writes his or her name on it. Thus encouraged, children often practice on their own or help each other, eventually moving more easily to three-letter words.



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CLASSROOM TIPS
(continued)

Last year, the news media carried a report of an elementary school (its name and place now lost in the mists) where the entire school population from the principal to the custodian took a half hour off every day just to read. How wonderful for bibliophiles to have that half hour to look forward to. And what a great way to make bibliophiles out of the rest.

Such a gentle interval must be welcome for itself as well as for the impetus it gives to the development of reading skills. It also gives children who might not otherwise see adults reading for pleasure an opportunity to see them enjoying books. □

METRICS
(continued)

living. The SI units for measuring time are the familiar *second, minute,* and *hour.* So there will be no need to throw clocks away or change methods of teaching about time.

The temperature scale most commonly associated with SI is the Celsius scale, which is based on the physical properties of water. The Celsius scale is a centigrade scale, with 100 degrees separating the freezing and boiling points of water. Water freezes at 0°C and boils at 100°C. The chart below provides some comparable readings on the Celsius and Fahrenheit scales.

	°C	°F
Freezing point of water	0	32
Boiling point of water	100	212
Normal body temperature	37	98.6
Comfortable room temperature	20-25	68-77

Teaching the use of the Celsius scale is a simple matter of using a Celsius thermometer rather than a Fahrenheit one.

The devices I've mentioned are all most teachers will need to "go metric." The exceptions are those teachers in technical areas where measurement is a very significant part of the course work. They are, however, already likely to be proficient in using the metric system.

My one important message is that American teachers have to commit themselves to going metric. Once that commitment is made, conversion is far more likely to become a reality in the near future. □

"Why hello, Mrs. Barnes. I recognized you from Sally's drawings."

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Teenage Self Test, Discussion Leader's Guide. Developed by the National Clearinghouse for Smoking and Health to help adolescents better understand the social and psychological forces influencing them toward smoking or not smoking. Provides basis for group discussion. Offers suggestions for organizing and leading group sessions and methods for evaluating the program. 1977. $.35 ($1 minimum on mail orders). Quantity discounts available. Stock No. 017-023-000-84-5. Supt. of Documents, U.S. Govt. Printing Office, Washington, DC 20402.

Tobacco: Facts for Decision. Nancy Raines Day. Takes a look at tobacco in history and explains how tobacco is grown, cured, and manufactured into its various products. Tells how smoking affects the body and suggests ways to quit smoking. Separate eight-page booklet offers questions for review and discussion. Fifth grade reading level. 1978. 32 pp. $1.50 (booklet alone, $.28). Orders under $5 must be prepaid. New Readers Press, Box 131, Syracuse, NY 13210.

Career Education

Order the following books from Franklin Watts, Inc., 730 5th Ave., New York 10019. Each provides an overview of the specified field and information on occupations, salary ranges, educational requirements, and present opportunities. Seventh grade reading level. 1978. 72 pp. $4.90 each.

Agricultural Careers. Gene and Clare Gurney.

Banking and Finance Careers. Jo Ann Whatley.

Careers in Engineering and Engineering Technology. Mary McHugh.

Careers in the Beauty Industry. Doris and Bruce Cassiday.

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Elementary

Order the following publications from Holiday House, 18 E. 53rd St., New York 10022.

The Popcorn Book. Romie de Paolo. A story about twins—Toni, who enjoys cooking, and Tiny, who enjoys reading. Both like popcorn. While Toni prepares popcorn, Tiny reads about it. Presents facts about popcorn and includes two recipes for making popcorn. Illustrated. 1978. 26 pp. $6.95.

Mr. Yowder and the Giant Bull Snake. Humorous western story. A sign painter and a giant bull snake cause a commotion when they replace Buffalo Bill as official buffalo hunters for the U.S. Army. Illustrated. 1978. 46 pp. $5.95.

Order the following books in the ***Willy and Wanda Series*** from Hiddigeigei Books, P.O. Box 5031, San Francisco 94103. Multilevel adventure stories written by Willy Vandersteen and translated from Flemish by Nicholas J. Lahey. Designed to encourage reading, and written in comic-book style. Difficult words defined with graphics. 1977. $2.50 each. Quantity discounts available.

The King Drinks
The Iron Flowerpotters
An Island Called Hoboken
The Circus Baron
The Merry Musketeers
The "Tender-Hearted" Matador
A Fool's Gold
The Zincshrinker

Energy Conservation

Conservation of Energy. Jane Werner Watson. Examines sources of energy that sufficed long ago and sketches the growth of energy requirements. Discusses dependence on fossil fuels and their limitations, the prospects for the development of alternative energy sources in the future, the need for conservation, and the ways in which industry, agriculture, transportation, and homeowners can conserve. Fourth grade reading level. 1978. 64 pp. $4.90. Franklin Watts, Inc., 730 5th Ave., New York 10019.

Mickey Mouse and Goofy Explore Energy Conservation. Comic book. Designed to stimulate student interest in conserving energy. Discusses sources of energy, supply and demand, and methods of conserving energy. Includes energy conservation tips. Elementary level. 1978. 36 pp. Free. Conservation Comic Book, Exxon Co., U.S.A., Room 4047, P.O. Box 2180, Houston 77001.

Human Relations

Cultural Awareness: A Resource Bibliography. Velma E. Schmidt and Earldene McNeill. Annotations on books, posters, and other teaching materials. Designed for early childhood and elementary teachers, media specialists, and librarians. 1978. 121 pp. $5.25. Natl. Assn. for the Education of Young Children, 1834 Connecticut Ave., Washington, DC 20009.

Multicultural Studies in Elementary School. Book One. Rosella Linskie and Howard Rosenberge. Handbook. Discusses Chicano, Black, Asian, and Native American cultures. Contains suggested activities for classroom use and includes bibliography. Illustrated. 1978. 137 pp. $6. R & E Research Associates, Inc., 18581 McFarland Ave., Saratoga, CA 95070.

Unlearning "Indian" Stereotypes. Booklet. Unit designed for elementary teachers and children's librarians. Contains a study of stereotyping in popular picture books. Lists guidelines for teachers, publishers, editors, and writers. Suggests methods of sensitizing students to stereotypes and role-playing strategies. Includes possible activities and classroom resources. Illustrated. 1977. 48 pp. $3.50. Council on Interracial Books for Children, Inc., 1841 Broadway, New York 10023.

Music

Order the following publications from Hyperion Press, 45 Riverside Ave., Westport, CT 06880.

Banjo Case Chord Book. Larry Sandberg. Reference guide. Designed to fit inside banjo case or shoulder bag. Includes hundreds of charts for playing in any key. 1978. 48 pp. $1.95.

Basic Recorder Lessons. Books One and Two. Ralph W. Zestlin. Cover basics for beginners in soprano or tenor recorder. Designed for use with groups and private students. Includes pieces in all the major time signatures, selections on basic music theory, history of the recorder, and examples of works from Medieval, Renaissance, and Baroque periods. 1978. 48 pp. $1.95 each.

How To Play Nearly Everything. Ed-

(continued on page 120)

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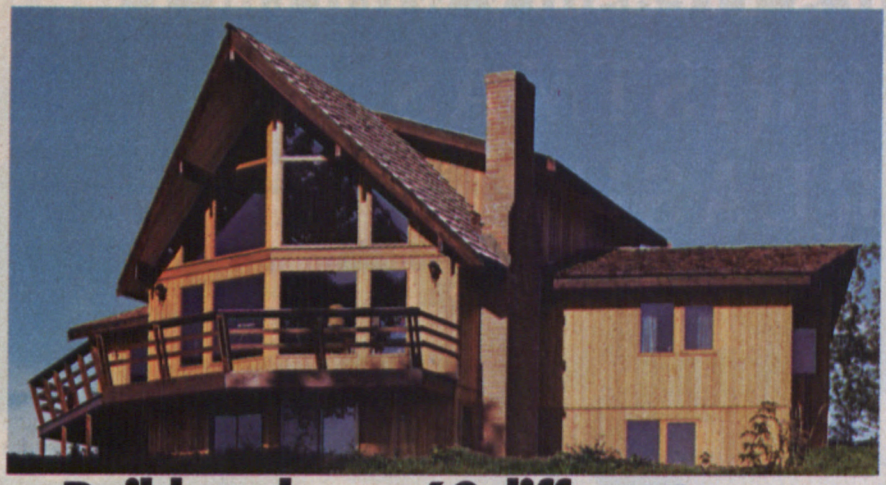

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ited by Dallas Cline. Covers 10 folk instruments including the kazoo, jaw harp, handsaw, nose flute, and washtub bass. Discusses how to make and play these instruments. Includes a history of the instruments. 1977. 63 pp. $2.95.

Country Music. Thomas A. Hill. Begins with discussion of the roots of country music and traces it to its present popularity. Includes a section on the role of women in country music and a list of records for suggested listening. Fourth grade reading level. 1978. 72 pp. $4.90. Franklin Watts, Inc., 730 5th Ave., New York 10019.

Teachers and Teaching

Selecting Instructional Materials. Fastback 110. Marda Woodbury. Guide for preschool, elementary, secondary, and special education teachers. Answers such questions as Who should do the selecting? How does a selection committee function? What are the criteria for selecting different types of materials? 1978. 45 pp. $.75 (nonmembers); $.60 (members). Quantity discounts available. Phi Delta Kappa, 8th and Union, Box 789, Bloomington, IN 47401.

Values

Readings in Moral Education. Edited by Peter Scharf. Focuses on the cognitive-developmental approach to moral education. Includes articles by V. Lois Erickson, Edwin Fenton, Lawrence Kohlberg, Ralph Mosher, Robert Selman, Elizabeth Leonie Simpson, Edmund Sullivan, and others. 307 pp. 1978. $7.95. Winston Press, 430 Oak Grove, Minneapolis, MN 55403.

FOR YOUR INFORMATION

John Ryor, NEA President; Terry Herndon, NEA Executive Director.

NEA memberships and annual dues. Active, $35. Associate, $17.50. Paraprofessional, $17.50. Educational Secretary, $17.50. Student, $4.50 through Student NEA Chapters only. Retired, $5 (those retired before 9/1/73 continue at $2). Staff, $17.50.

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BOOKS AND PUBLICATIONS

DRUG PREVENTION booklet for parents, teachers. $1.00 plus postage. Guidance Awareness Publications, Box 106, Rancocas, New Jersey 08073.

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HOW TO Manage Your Money! New Planning Guide Shows How. Free Details. Prism Press, Box 35; Dept. TE, Dayton, NJ 08810.

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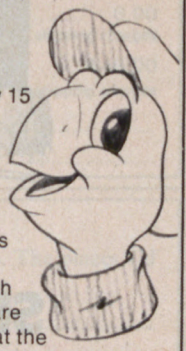

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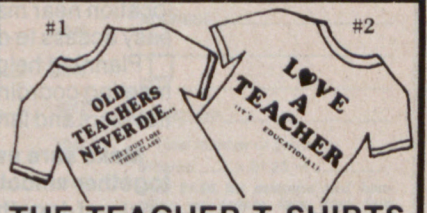

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In-Service Education Materials

Self-Help for Teachers

Over the past 10 or 15 years, the U.S. government has spent a quarter of a billion dollars on educational research and development. Some of this research has resulted in in-service educational materials designed to improve both teaching and learning. In addition, individual teachers, school districts, state departments of education, and commercial publishers have also developed such materials.

To find out how these materials can be most effectively made available to teachers, as well as to see how effective these products actually are, the National Institute of Education (NIE) set aside funds to study their use. NEA is one of seven agencies that has been awarded an NIE contract to participate in a three-year study of these materials.

As one part of the NEA study, project personnel screened more than 600 in-service education products. These materials range in kind from a multimedia program for a year-long course to a set of audiotapes for a three-hour program.

After screening the materials, the project staff prepared a seven-page description of each one deemed worthy of including in an information bank of in-service materials for teachers. At present, the bank has descriptions of materials on basic skills, career education, assessing student growth, early childhood education, individualized instruction, motivation, bilingual education, classroom management, multicultural education, special education, and teaching strategies.

Any teacher working on an in-service education project in these areas has access to this information bank by calling the toll-free number 800-424-9862. A teacher in the District of Columbia should call 833-4348. The teacher should also realize that NEA offers for sale only the materials in the bank that are published by NEA. Most of the materials are published by other organizations.

So far, teachers who have used materials from the bank reveal that generally products are most helpful after they have been adapted to their particular needs.

For example, 15 teachers from a suburban area used *Individualized Instruc-*

tion Kit, a product published by the Association for Educational Communications and Technology (AECT). It includes 46 case studies of exemplary individualized instruction programs at the elementary and secondary levels, six color filmstrips with audiotapes and scripts, and a manual for program leaders. The kit costs $119.95 for AECT members; $139.95 for nonmembers.

Twelve of the teachers indicated that they would recommend the product to others; three said they would not. Those who were positive about the kit made the kinds of imaginative adaptations of the material that make in-service exciting—and practical.

The NEA description of this product—and the many others in the bank—encourages teachers to design their own activities based on the rich information provided by the product. Careful reading of the product description will help teachers plan learning strategies that will result in practical in-service learning experiences.

Another group of teachers have reported a creative use of an in-service education product titled *Motivation in the Classroom,* which was prepared by Instructional Dynamics Incorporated (IDI). Consisting of six audiotape cassettes and a short guide, it features interviews with students and covers such topics as teacher-student affective skills, student responsibility, and teacher-student interaction. The cost is $54.50.

After previewing the material, one school's in-service education committee considered it too general to use by itself in a building-wide in-service program. Instead the tapes were used as a starting point to involve teachers in taping their own interviews with students. These teacher-made tapes, along with the IDI series, will become valuable additions to the school's Teacher Center Corner.

Future columns will describe other in-service education materials in the NEA information bank.

—Marija Futchs Fine, *information specialist, and* **Robert A. Luke,** *director, Special Project on In-Service Education, NEA Instruction and Professional Development.*

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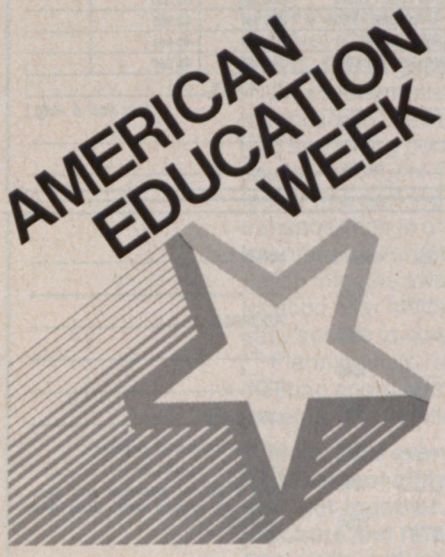

The dates for this year's AEW observance are November 12-18 and the theme is "Education Can Turn Things Around."

This annual event is sponsored by NEA, USOE, PTA and the American Legion. We hope you will support it in your school.

Write to: NEA Distribution Center, Dept. MT., Academic Building, Saw Mill Road, West Haven, Connecticut 06516 and ask for a *free* AEW Planning Guide.

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16. FREE FUND-RAISING BROCHURE loaded with sales-proven products and featuring our famous Old Home Fruit Cake. Sample slices included. Benson's Old Home Kitchens. Call toll free 1-800-241-7080 or circle reply card.

17. MORE THAN BOWS & ARROWS is a two-part, 56-minute color sound film documenting the impact of Indian culture on America's science, politics, art, economics and diet. Film is winner of 1978 Western Documentary Award of the Cowboy Hall of Fame. Narrator is Pulitzer Prize-winning N. Scott Momaday, Ph.D. Produced by Cinema Associates, Inc. For brochure circle reply card.

18. FREE BLACK CAREER FILM SERIES FROM COCA-COLA USA. Three 16mm, color films provide information and encouragement about law, business and health careers. To borrow films, call your local Coca-Cola Bottler.

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20. FREE GREETING CARD AND CATALOG. More than 130 Current, Inc. stationery and gift items, including educational children's items. Ideal for fund-raising—earn up to 45% profit. See ad in this issue (Secondary Edition only).

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Audiovisual Materials

Social Studies

The following 16mm sound and color films are recommended by William J. Cuttill (with the assistance of Beverly Teach), Indiana University Audio-Visual Center, as representative of those available on the indicated grade levels for use in social studies classes. The producers/distributors listed can provide additional information.

China: Education for a New Society. 15 min. 1976. Describes the changes in education since the Communist revolution in China and shows how they reflect the ideas of Mao Tse-tung. Grade 4-college. Encyclopaedia Britannica Educational Corp., 425 N. Michigan Ave., Chicago, IL 60611.

Egypt's Pyramids: Houses of Eternity. 24 min. 1978. Presents a history of Egypt's pyramids by exploring their design features. Grade 7-college. Natl. Geographic Society, Publications Division, Washington, DC 20036.

An Indian Worker: From Village to City. 18 min. 1977. Contrasts life in an Indian village with city existence by following a low-caste mill worker as he makes his yearly visit to his native village. Grade 7-adult. Intl. Film Foundation, 475 Fifth Ave., New York 10017.

Mideast: Land and People. 19 min. 1978. Provides a contemporary overview of the people and the geography of the area. Grades 4-12. BFA Educational Media, 2211 Michigan Ave., Santa Monica, CA 90406.

Mission to Earth. 18 min. 1977. Introduces basic concepts and terms in urban geography. Urban Geography Series. Grades 7-12. Arthur Barr Productions, Inc., P.O. Box 5667, Pasadena, CA 91107.

The Spanish Search for Democracy. 27 min. 1977. Details the events that have taken place in Spain since the death of Franco. Grade 9-college. Bilingual Educational Services, P.O. Box 669, S. Pasadena, CA 91030. □

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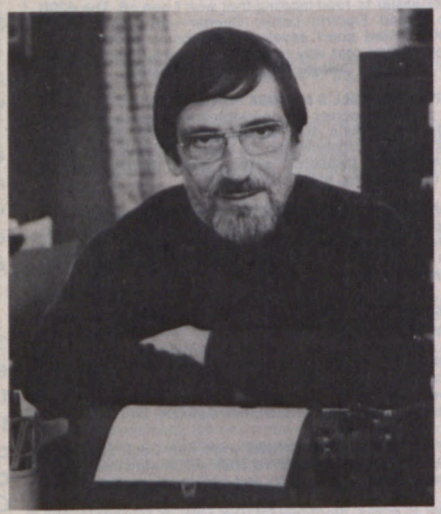
By Alvin Tresselt, Dean of Faculty

If you want to write and get published, I can't think of a better way to do it than writing books and stories for children and teenagers. Ideas flow naturally right out of your own life. While it's still a challenge, the odds of getting that first unforgettable check from a juvenile publisher are better than they are from just about any other kind of publisher I know.

Later on, you may get other checks from other publishers. But right now, the object is to begin — to break into print — to learn the feeling of writing and selling your work and seeing your name in type. After that, you can decide if you want your writing to take another direction.

But after 30 years of editing, publishing, and teaching (and 53 books) I can tell you this: you'll go a long way before you find anything as rewarding as writing for young readers.

Your words will never sound as sweet as they do from the lips of a child reading your books and stories. And the joy of creating books and stories that young people 'really dig' is an experience you'll never have anywhere else. (In this age of boob tube illiteracy, convenient morality, and plastic values, *do you know of a more important audience?)*



Alvin Tresselt was Vice President and Executive Editor of Parents' Magazine Press, the first editor of *Humpty Dumpty's Magazine for Children*, and has served on the board of the Author's Guild. His 53 books for young readers have sold over two million copies.

But, that's not all. The financial rewards go far beyond most people's expectations because there's a surprisingly big market out there for writers who are trained to crack it. More than 130 million young people's books are purchased each year. Between 2,000 and 2,500 new titles appear annually and new authors account for as many as half of them.

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To help us spot potential authors, we've developed a revealing test for writing aptitude. It's free, and we don't charge for our evaluation. But no one gets into the Institute without passing it. Those who pass and enroll receive our promise: You will complete at least one manuscript ready to submit to a publisher by the time you finish the Course.

When we teach, you learn

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This is the way I work with my students, and my fellow instructors — all of whom are experienced writers or editors — work more or less the same way.

When you're ready — at your own time and your own pace — you send your assignment to me and I read it and reread it to get everything out of it you've put into it. Then I edit your assignment with a red pencil just the way a publishing house editor would — if he had the time. I return it along with a detailed letter explaining my comments. I tell you what your strong points are, what your weaknesses are, and just what you can do to improve. It's a matter of push and pull. You push and I pull and between us both, you learn to write.

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This method really works. I wouldn't spend five minutes at it if it didn't. The proof of the pudding is that many of our students break into print even before they finish the Course.

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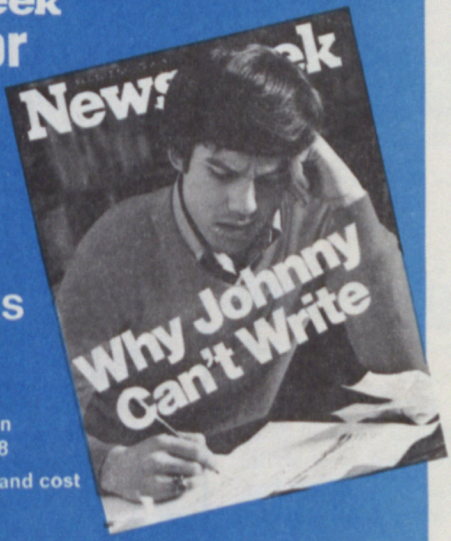

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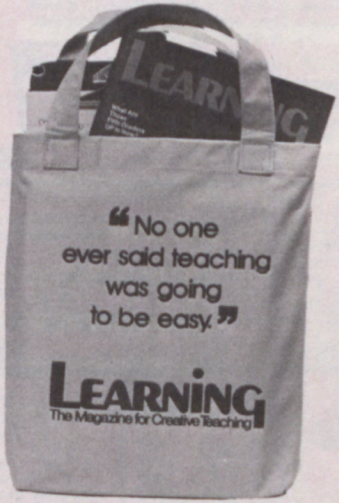

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